Evaluation of the Louisiana Technology Initiative 2002-2003

Prepared by
Sylvia S. Bienvenu, Ed.S.
Carol Mosley
Robert Howerton

Cecil J. Picard
State Superintendent of Education

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Reaching For Results

Louisiana Department of
EDUCATION

State Board of Elementary and Secondary Education

For further information, contact:
Janet Broussard
Director
Louisiana Center for Educational Technology
2758-D Brightside Drive / Baton Rouge, LA 70820
225-763-5575 janet.broussard@la.gov

EXECUTIVE SUMMARY

The Louisiana Technology Initiative, established in 1997, represents the state's commitment to improving student achievement through the infusion of technology into all schools. Over the past six years, more than $123 million has been allocated to the fund through state and federal funding.

In the 2002-2003 school year, a total of $21,500,000 in state and federal funds was awarded to meet the goals of the Louisiana Technology Initiative. Of these funds, $21,377,717 was expended on technology and staff development in public and nonpublic schools. Funds were awarded according to the following chart.

Funding Program	Funding Amount	Distribution Method	Awardees
Classroom-Based Technology Fund (CBTF)	$10,000,000	Allocation based on per pupil counts	All state public schools, five Catholic diocesan systems, and 15 nonpublic schools
Enhancing Education Through Technology (EETT)	$5,359,937	Allocation based on per pupil counts	All state public schools
Enhancing Education Through Technology (EETT)	$5,439,228	Competitive Awards	Four Award Categories: 7 Anywhere, Anytime Learning Awards, 10 FIRSTTech Awards, 12 SCHOOLTech Awards, and 8 Regional Teaching and Learning with Technology Centers

Local Education Agencies (LEAs) and consortia developed proposals that were approved by the state which addressed the State and National Technology Goals. Funds were used for professional development activities as well as equipment and supplies to support technology-rich instructional rooms. The professional development activities emphasized the integration of technology into curricula, training of administrators, and aligning curriculum to state content standards through technology. Most were based on the initiatives developed and supported by the Louisiana Center for Education Technology (LCET) staff.

Organization of the Report

The data reported represents the collection of responses and results obtained through the online technology surveys developed and implemented by the LCET. These data were submitted by 1491 public and 250 nonpublic schools and associated system administrators in an effort to secure as complete and accurate data as possible. The data identifies the progress of the Louisiana Technology Initiative since its inception by evaluating current infrastructure, professional development opportunities, teacher and student resources, and technology planning.

The report is organized according to Evaluation Themes which are supported by findings from the data collected and analyzed. The themes and specific findings are as follows:

Evaluation Theme 1: **Infrastructure is the beginning building block to support technology-rich learning environments which foster student achievement.**

- The state of Louisiana is approaching the National goal of 5 students to each computer in its schools. Currently the statewide computer to student ratio is 5.5:1. However, the public system student to computer ratios ranges from a low of 2.1:1 to a high of 188:1.
- The student to computer ratio for public schools is 5.3:1.
  - Based on all student internet-accessible computers
  - A decrease from 2001-2002 ratio of 6:1
  - Major decrease from 1996-1997 of 48:1
  - 58% of students are in schools with ratios above state average
  - 72% of students are in schools with ratios above National goal
- The student to computer ratio for nonpublic schools is 5.6:1
  - Based on all student internet-accessible computers
  - A decrease from 2001-2002 ratio of 6.5:1
  - Major decrease from 1996-1997 of 48:1
  - Based on data collected, ratios range from 1:1 to 131.2:1
- Percent of schools connected to the internet
  - A increase of 4% from 2001-2002 to 98% of public schools
  - A decrease of 4% from 2001-2002 to 91% of nonpublic schools
- Percent of classrooms connected to the internet
  - A increase of 1% from 2001-2002 to 85% of public school classrooms
  - A decrease of 6% from 2001-2002 to 82% of nonpublic school classrooms
- Percent of classrooms with two or more computers
  - 36% of public school classrooms
  - 21% of nonpublic
- Technical support and maintenance personnel (Full and/or part-time)
  - 57% of public schools have a school-based person
  - 73% of nonpublic schools have a school-based person
  - 83% of public systems reported to having district-based personnel

Evaluation Theme 2: **Louisiana educators are endeavoring to improve student achievement and technology literacy through the expanded use and availability of technology and technology programs.**

- The *Statewide Distance Learning Network (SDLN)*
  - 1,263 enrolled in Louisiana Virtual School
  - 310 enrolled in satellite delivered courses
  - 771 enrolled in tele-learning courses
- Increased enrollment in a variety of computer education courses
  - 31,400 public school students
  - 9,597 nonpublic schools students
- Identified Technology Literacy Standards for eighth grade students
  - Self-Survey instrument contracted to SEDL
  - Implementation during 2003-2004
- Increased support for web resources used for instruction, support and activities
  - 95% of public school support use

- o 90% of nonpublic school support use
- Increased awareness of the need for internet access at home
    - o 41% of public school student have internet access at home
    - o 55% of nonpublic school student have internet access

Evaluation Theme 3: **Louisiana administrators support efforts to improve student achievement and technology literacy.**

- Participation in LEADTech
    - o 39% of public school principals
    - o 30% of nonpublic school principals
    - o 1077 school and district administrators enrolled in LEADTech
    - o 272 school and district administrators completed LEADTech
- Participation in the Principal Induction Program
    - o 496 principals
- Principals consider technology skills of prospective teachers
    - o 72% of public school principals
    - o 76% of nonpublic school principals
- School based facilitators were utilized to support integration
    - o 58% public schools have facilitator
    - o 78% nonpublic schools have facilitator
- System-wide full and/or part-time facilitators were utilized to support integration
    - o 92% public systems have district facilitator

Evaluation Theme 4: **Professional development programs encourage the effective integration of technology resources to promote research-based instructional methods that can be widely replicated.**

- Teachers participated in effective professional development programs (state, district and school programs)
    - o 23,663 certificates of completion for public school teachers
    - o 1,647 certificates of completion for nonpublic school teachers
- LCET sponsored training and resources offered during 2002-2003
    - o *K-12 Online Database Resources*
    - o *Making Connections*
    - o *Online Professional Development*
    - o *Louisiana Components of Effective Teaching* and *Strategies for Effective Teaching*
    - o *Louisiana Information Literacy Initiative (LILI)*
    - o *ThinkQuest Camp*
    - o *Universal Designs for Learning (UDL)*
    - o *Louisiana INTECH, INTECH 2 Science, and INTECH2 Social Studies*
    - o *FIRSTTech*
    - o *Quest with GIS*

- Development and piloting of instruments for identifying technology proficient teachers
  - Proficiencies were determined through a SEDL Self-Assessment Survey, INTECH participation numbers, and/or other instruments based upon the NETS and ISTE standards
  - 9979 public teachers were identified as proficient out of 29094 evaluated
  - 1559 nonpublic teachers were identified as proficient out of 3997 evaluated

Evaluation Theme 5: **Encourage planning and implementation based on standards adopted by the State Department of Education.**

- The *Louisiana Content Area Standards*
- *Louisiana Standards for Distance Learning*
- *Louisiana K-12 Educational Technology Guidelines*
- Long-range District Technology Plans have been adopted
  - 100% of the public systems have Technology Plans
  - 79% of nonpublic systems and schools have Technology Plans

These themes and findings indicate the key elements explored within this report and address the progress attained toward meeting State and National Technology Goals. *Table 1* exhibits the data collected on these themes.

Table 1

Goal	Indicators	Public Schools 2003	Nonpublic Schools 2003
All Louisiana P-16+ educators and learners will benefit from technology-rich environments that support student achievement and produce lifelong learners able to succeed in an information society.	Total number of computers in state schools.	188,461	25,846
	Number of computers available for student use.	177,858	23,207
	Percent of computers with internet access available for student use.	78%	87%
	Ratio of students to computers with internet access available for student use.	5.3:1	5.6:1
	Percent of schools with Internet connectivity.	98%	91%
	Percent of classrooms with 2 or more computers connected to the Internet.	36%	21%
	Percent of schools that have a school-based facilitator to assist teachers with maintenance and support of hardware and software.	57%	73%
	Percent of schools where ALL students have access to networked computers and were all given an opportunity to do meaningful work on them beyond the use of drill and practice.	36%	51%
	Percent of classrooms that are Model Classrooms	4%	7%
	Percent of schools where Infrastructure & Technical Support has reached the Target Tech Level.[1]	0.9%	1.6%

Student achievement of all students, including technology literacy, is improved through the use of technology.	Percent of schools with students enrolled in distance learning courses.	8.6%	18%
	Number of students enrolled in Louisiana Virtual School Distance Learning courses.	1217	46
	Number of students enrolled in 8(g) satellite Distance Learning courses.	310	0
	Number of students enrolled in 8(g) audio graphic Distance Learning courses.	644	136
	Number of students enrolled in Interactive Video, compressed or IP-based Distance Learning courses.	843	6
	Number of students enrolled in other Distance Learning courses.	1261	90
	Percent of schools with students enrolled in Secondary Computer Education Courses.	18%	8%
	Percent of schools where ALL students have access to networked computers and were all given opportunity to do meaningful work on them beyond the use of drill and practice.	36%	51%
	Percent of schools where Student Learning has reached the Target Tech Level.[1]	0.7%	0.4%

Teachers and administrators effectively use technology and research-based practices to support student learning	Percent of schools where the principal has completed or is enrolled in the LEADTech program.	39%	30%
	Percent of schools that have stand-alone Technology Plans.	67%	87%
	Percent of schools with website	71%	73%
	Percent of schools where principals consider technology skills of prospective teachers.	72%	76%
	Percent of schools whose teachers participate in distance learning	99%	93%
	Percent of teachers that have their own webpage.	5%	9%
	Percent of schools where Teacher Technology Proficiency and Practice has reached the Target Tech Level.[1]	0.5%	0.8%
	Percent of schools where Principal Technology Proficiency and Leadership has reached the Target Tech Level.[1]	3%	2%

Technology is integrated throughout the curriculum.	Percent of schools that promote technology-supported instructional practices school-wide.	55%	50%
	Percent of schools where principals require teachers to include technology component in lesson planning.	0.5%	0.8%
	Percent of schools with Technology Plans that address curriculum integration needs and strategies.	61%	79%
	Percent of schools where teachers utilize web resources for instructional support and activities.	95%	90%
	Percent of schools that have at least a part-time, school-based facilitator to assist teachers with technology integration.	59%	78%

	Percent of schools that integrate the LA K-12 Educational Technology Standards into student learning.	11%	24%
	Percent of schools where <u>Classroom Integration of Technology and Effective Practice</u> has reached the Target Tech Level.[1]	0.7%	1.6%
	Percent of schools where <u>Communication and Community Outreach</u>, via email, web pages, and online learning, has reached the Target Tech Level.[1]	0.3%	2%

[1]*Target Tech levels were identified in 2002-2003 in order to set a goal for Louisiana schools to achieve. The data reflected here shows the first step in identifying areas where additional funding, focus and resources are needed.*

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2002-2003

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BACKGROUND AND SETTING

The Louisiana Technology Initiative had its inception in 1987 when the state first received funds for the *Louisiana Educational Quality Support Fund (LEQSF)*, commonly called the *8(g)* fund. In 1994, a $78,000 technology grant was awarded under the *GOALS 2000: Educate America Act* to form the *Louisiana GOALS 2000 Program*, which existed as such from July 1994 through December 1995. Through a *National Science Foundation (NSF)* grant to the *Louisiana Systemic Initiative Program (LASIP)*, the *Louisiana Networking In Education (LANIE)* project was implemented, focusing on putting technology into Louisiana classrooms. In 1995, the state was awarded a $4.3 million *Technology Innovative Challenge Grant* by the U.S. Department of Education to design model technology programs at five pilot sites. This was a major milestone in the focus on technology as a reform tool for changing pedagogy in Louisiana schools.

In January 1996, The Louisiana GOALS 2000 program was renamed *Louisiana LEARN for the 21st Century: An Educational Initiative (LA LEARN)*, and a comprehensive reform effort to develop a long-term improvement plan for all aspects of the state educational system was created. The Louisiana Board of Regents, State Department of Education, the *Board of Elementary and Secondary Education (BESE)*, and LASIP worked together to develop a State Education Plan, with technology as a major state objective. *LA LEARN* came under the auspices of the newly created *Louisiana Education Achievement and Results Now (LEARN) Commission* in March 1996, which proposed that various educational and legislative entities in the state begin planning for the incorporation of technology into the educational process in schools at all levels.

The state applied for and received $5.3 million in *Technology Literacy Challenge Funds (TLCF)* in the spring of 1996. These monies were used to meet the mandates of the National Technology Goals. That year, the Louisiana State Legislature also established the *Classroom-Based Technology Fund (CBTF) and* provided an additional $38.2 million for the integration of technology into all Louisiana classrooms. A comprehensive plan for impacting all schools and levels of education in the state was developed as part of the disbursement of funds. This plan established the *Louisiana Center for Educational Technology (LCET)* within the *Louisiana Department of Education (LDE)* to serve as the administrator of the funds and to carry out the mandates of the granting agencies. The plan also included the development and adoption of the nationally aligned State Technology Plan, the passage of legislation for providing state funding for technology, the defining of allocation formulas, and the development of an application process for distributing both state and federal funds equitably.

During the 1998 regular session, the Louisiana Legislature once again allocated monies for *CBTF*, amounting to $25 million for the 1998-99 school year. Louisiana was also awarded a $10.2 million federal *TLCF* to provide for training and professional development to help ensure successful integration of technology into the classroom and to meet the mandates of the National Technology Goals.

In 1999, the technology efforts continued when the Louisiana Legislature allocated $14,037,250 in CBTF funds and the federal government awarded $10,592,272 to Louisiana in TLCF funds. Louisiana received $10,167,818 in TLCF monies for the 2000-2001 school year and $2,500,000 in CBTF allocations.

In 2001-2002, the state received $10,086,672.00 in federal funds from the TLCF to assist school systems in implementing their local technology plans and to ensure that every student in every Louisiana school would be technologically literate in the 21st century. No funding was available from Louisiana's CBTF. Louisiana is continuing its commitment to improve education through the integration of technology and learning through the awarding of grant monies to districts, private schools and professional development consortia to continue efforts to carry out the new State Educational Technology Goal:

All Louisiana P-16 educators and learners benefit from technology-rich environments that support student achievement and produce lifelong learners able to succeed in an information society.

SOURCES OF FUNDING for 2002-2003

Enhancing Education Through Technology

On January 8, 2002, President Bush signed into law The No Child Left Behind Act Of 2001 (P.L.107-110). This legislation authorizes the elementary and secondary education act of 1965 (ESEA) and establishes the **Enhancing Education Through Technology (EETT)** program which consolidates the Technology Literacy Challenge Fund (TLCF) Program and the Technology Innovative Challenge Grant Program into a single State formula grant program (ESEA Title II, Part D, Subpart 10). The primary goal of EETT is to improve student academic achievement using technology in elementary and secondary schools. The design is to assist every student, regardless of race, ethnicity, income, geographical location, or disability, in becoming technologically literate by the end of eighth grade. EETT encourages the effective integration of technology resources and systems with professional development to promote research-based instructional methods that can be widely replicated.

Through EETT, Louisiana received **$11.5 million** dollars for the 2002-2003 school year. Ninety-five percent of this amount, approximately **$10,799,165**, was available for awards through competitive and allocation grant processes to sub-grantees. Five percent of the total Louisiana EETT funds, $575,000, were for the Louisiana Center for Educational Technology for administrative costs, including staffing, technical assistance workshops, professional development institutes, developing materials, etc., associated with the federal EETT program.

Classroom-Based Technology Fund (CBTF)

House Bill No. 1911 established the Classroom-based Technology Fund during the Regular Session, 1997 to enact R.S. 17:3921.2. The bill provides monies for the fund, to create the State Technology Advisory Committee (STAC) to oversee it, and to develop procedures and guidelines relative to the awarding of the grant funds. The bill provided "for the purpose of improvement of student learning through technology within Louisiana's school districts." It included charter schools approved by school district boards or by the state chartering authority, all elementary and secondary schools operated by the Board of Elementary and Secondary Education (BESE), elementary and secondary schools operated by Louisiana State University, Southern University and the Department of Public Safety and Corrections, the Louisiana School for Math, Science and the Arts, and all certified elementary and secondary nonpublic schools. The initiative has provided more than $78 million over the past seven years. For 2002-2003 session, the legislature provided **$10,000,000** to continue the technology initiative.

See Appendix A

GOALS AND OBJECTIVES

Providing students in Louisiana schools with greater access to technology was a united effort initiated to support higher levels of student achievement and results in all schools in Louisiana and to better prepare students for the future work force. In the development of a State Plan for Technology, the various stakeholders and agency representatives defined one state goal and adopted the three national goals from the No Child Left Behind Act of 2001. They are:

State Technology Goal

♦ All Louisiana P-16+ educators and learners will benefit from technology-rich environments that support student achievement and produce lifelong learners able to succeed in an information society.

No Child Left Behind Act of 2001 - Enhancing Education Through Technology Goals

♦ To improve student academic achievement through the use of technology in elementary and secondary schools.

♦ To assist every student, regardless of race, ethnicity, income, geographical location, or disability, in becoming technologically literate by the end of eighth grade.

♦ To encourage the effective integration of technology resources and systems with professional development to promote research-based instructional methods that can be widely replicated.

DISBURSEMENT OF FUNDS

Application Process

Under the advisement of the director and staff at LCET, plans were developed and executed for the:
- Award of CBTF and EETT funds for district and school activities and regional Professional Development Centers;
- Design and delivery of exemplary professional development models for integrating technology into classrooms; and
- Leadership, guidance and assistance to districts, consortia, and nonpublic schools for meeting mandates of the funding entities and applications.

For the 2002-2003 funding period, applicants could apply for two types of grants; The **CBTF/EETT Technology Improvement Grants (an allocation type fund)** and **EETT Competitive Grants**. The major purpose of both was to assist school systems in improving student academic achievement. Funding was to be used to enhance ongoing efforts to improve teaching and learning by technology. In particular, attention to:
- improving student achievement through the use of technology;
- assisting every student to become technologically literate by the end of the eighth grade;
- encouraging the effective integration of technology.

In an effort to ensure focus on the use and implementation of technology in the schools, each applicant was required to develop a system/school technology plan that aligned with the State Technology Plan approved by BESE in August 2001. Applicants were required to develop process and accountability measures that would be used to evaluate their effectiveness in (1)integrating technology into curricula and instruction; (2)increasing the ability of teachers to teach; and (3)enabling students to meet challenging State standards, including technology literacy.

CBTF/EETT Technology Improvement Grants
These grants combined monies from the CBTF and 50% of 95% of EETT funds (5% was for the operation of LCET). The CBTF portion for each awardee was an allocation for all public and state approved nonpublic schools determined by using a formula based solely on student population. All Local Education Agencies (LEAs) that received funding under Part A of Title I were eligible for a formula allocation through the EETT fund. Therefore, only public and charter schools received the EETT portion. Awardees were required to address the specific requirements of the EETT fund related to the provision of assistance to school districts with high numbers and percentages of children living in poverty with the greatest need for technology.

CBT funds were to be used only for one-time, non-recurring expenses, such as hardware, equipment, software, wiring and cables (publics only), and service to install them. Purchases had to tie to the professional development that supports teachers' effective use of technology as well as professional development activities funded through the EETT portion of the grant.

In the use of the EETT portion of the grant, awardees had to address the requirement relating to children living in poverty and with the greatest need for technology. At least 25 percent of the EETT allocation must provide ongoing, sustained and intensive high-quality professional development in the integration of quality educational technologies in the school curriculum. The remaining monies could be for all items identified in the CBTF section above. Funds were for such purposes as:

- Integrating technology into curriculum and instruction;
- Using technology to create new learning environments;
- Accessing data and resources to develop curricula and instructional materials;
- Enhancing communications;
- Retrieving Internet-based resources;
- Improving classroom instruction and assessment in core academic areas; and
- Paying college tuition, stipends, salaries, substitutes, professional services, conference fees, etc.

Applicants had to provide evidence of compliance to LA HB#2048 (systems required to provide Internet filtering) and the Children's Internet Protection Act (CIPA).

Building Local Capacity to Provide an Online Learning Community

At its December 2002 meeting, the State Technology Advisory Committee (STAC) recommended that a portion of the unallocated state technology monies be for an award program that supports local system capacity to provide online learning communities. It was determined that **Online Learning Community Grants** would be awarded on a competitive basis to Louisiana school systems, public and private, based on the review of an application packet submitted by the local system. Proposals scoring addressed merit of proposed activities, need, and geographic distribution. The award program established a maximum of $385,000.00, with 12-20 grants in a range of $11,000.00 - $27,500.00. The funds were allocated on May 1, 2003, for expenditure by June 30, 2004.

LEAs could apply for grants at one of the three levels:

> *Level 1, for a m*aximum amount of $11,000 to provide for an entry-level online learning portal (e.g., Blackboard *Basic* license, estimated cost $5,000 annual) and up to $6,000 to support server hardware purchases that might be needed for start-up
> *Level 2*, for a maximum amount of $18,500 to provide a mid-level online learning portal (e.g., Blackboard *Learning System* license, estimated cost $12,500 annual) and up to $6,000 to support server hardware purchases for start-up
> *Level 3*, with a maximum amount of $27,500 for an advanced-level online learning portal (e.g., Blackboard *Community Portal* license, estimated cost $21,500 annual) and up to $6,000 to support server hardware purchases for start-up

Applications had to serve entire school systems. The purchase of software and hardware to create a system-wide online learning structure was available as part of the Award funds.

EETT Competitive Grants

These grants, through the U.S. Department of Education's EETT program, were on a competitive basis, distributed to public LEAs. Approximately $5.4 million was available through this program. All grants were two-year renewal awards determined after full review of activities in year one. To meet

the statutory requirements of *No Child Left Behind* legislation, a monitoring and program review instrument for determining compliance with the law and regulations in the funded projects was included.

To be eligible, applicants were either a "high-need local educational agency" or "eligible local partnership." High-need agencies included those with the highest numbers or percentages of children from families with incomes below the poverty line <u>and</u> who served one or more schools identified for improvement or corrective action under section 1116 of the ESEA or had a substantial need for assistance in acquiring and using technology.

Eligible local partnerships were those that included at least one high-need LEA and at least one of the following:

> (1) an LEA whose teachers are effectively integrating technology and proven teaching practices into instruction;
> (2) an institution of higher education in full compliance with the Higher Education Act of 1965,
> (3) a for-profit business or organization that develops, designs, manufactures, or produces technology products or has expertise in the application of technology in instruction, or
> (4) a public or private nonprofit organization with demonstrated expertise in the application of educational technology in instruction.

The four categories of competitive awards are below.

Anywhere, Anytime Learning Awards focused on distance learning projects. Proposals had to be for projects that worked in collaboration with the Louisiana Virtual School (LVS). Applicants had to determine and identify needs that could be met through distance learning, provide infrastructure for delivery of courses, coordinate student and teacher participation, and provide necessary professional development for facilitators, teachers, and other educators involved in the project. Each awardee had to send a two-person team to a one-day orientation and training session at LCET. Eight to twelve awards for up to $50,000, with a maximum total amount of $500,000, were budgeted. The exact amounts varied based on the strengths of each proposal.

FIRSTTech Awards (Framework for inducting, retaining and supporting teachers with and through technology) support the Louisiana *FIRST* component of the state Teacher Assistance and Assessment Program. Applying districts were to commit to the effective use of instructional technology to support new teacher learning and mentor/new teacher interactions. New teachers and their mentors receive multimedia laptop computers, Internet connectivity, and an email address, as well as a structured on-line learning support environment. *Bulletin 1943: Policies and Procedures for Louisiana Teacher Assistance and Assessment, Revised 1998* defined procedures for applicants. Applicants would also identify how the FIRSTTech component would support the district's overall induction efforts. A total of $1.5 million was allocated for this program, with awards of a maximum of $150,000 each.

LINCS with Technology Awards/SCHOOLTech. The *Learning-Intensive Networking Communities for Success (LINCS)* model provides the means for assisting teachers in an effort to improve their content knowledge and teaching practices to increase student performance. The LINCS name was also associated with the LADOE's Professional Development Division. In an effort to avoid confusion with names and terminology, the name LINCS became SCHOOLTech immediately after the review and funding approval was complete. This EETT grant is to add a technology component by providing a <u>school-based</u> SCHOOLTech Instructional Facilitator to design and model effective technology-based strategies that support and enhance existing curriculum standards. The projects were to serve as a catalyst for fundamental change in overall teaching and learning processes.

For identified schools, LEAs had to select certified teachers to serve as SCHOOLTech Instructional Facilitators, enroll district superintendent(s) and principal(s) in the LEADTech program, and send teams to training sessions at LCET. They were to assist teachers and administrators in implementing new instructional strategies, especially those developed at LCET, such as INTECH, Making Connections/MarcoPolo, and On-line Database Resources, and coordinate training with the Regional TLTC centers. A whole faculty study is part of the professional development provided. A maximum of $200,000 was established per award, for a total allotment of $2.1 million.

Regional Teaching Learning Technology Center Awards. Eligible LEAs applied for these awards to establish a *Regional Teaching Learning Technology Center (TLTC)*. The centers, designed to supports all of the districts in a BESE region in implementing strategies designed to use technology, to enhance teaching and learning, support existing State curriculum standards. The goal was to provide best practices in instruction and assessment using technology. The LEA had to collaborate with other districts in the region to provide a room with sufficient hardware and infrastructure for multimedia training and a full-time facilitator. Facilitators at the TLTCs, serve as part of an extended training staff of LCET, provide technology training services to approved nonpublic and public educators in that BESE region. In addition, they support the Regional Service Center, serve as *SCHOOLTech* coordinators in the Region, and provide training for all LCET initiatives. Eight (8) TLTC awards were funded at a total of $1.4 million.

Other Funding Louisiana Gaining Early Awareness and Readiness for Undergraduate Programs (LA GEAR UP) Pilot Program is a five-year program designed to aid seventeen middle schools in seven Louisiana school districts - including about 2,200 students, to close the achievement gap among Louisiana students. The U.S. Department of Education (USDOE) funded the $12 million grant for LA GEAR UP. The USDOE, the Board of Regents, the State Board of Elementary and Secondary Education and LaSIP jointly conducted the program. The schools will serve as a pilot aimed at creating a laboratory to find ways to improve student achievement among low-income students during the crucial pre-high school years. The State Technology Advisory Committee (STAC) recommended that approximately $240,000 be set aside for the purpose of LA GEAR UP's examining the feasibility of developing three pilot technology sites at schools participating in the LA GEAR UP project. These funds were set aside on the condition that an external review provides assurances that the funds spent will improve educational outcomes.

Grant REVIEW PROCESS

LCET developed timelines for submitting proposals, as well as dates for reviewing the proposals, submitting them to the STAC and then to the BESE for approval. *EETT Competitive Grants* applications were due May 24, 2002. For the *CBTF/EETT Technology Improvement Grants (TIGs)*, Cycle 1 applications were due on July 8, 2002, and Cycle 2 on August 5, 2002. All applicants submitted applications via online forms at http://www.lcet.doe.state.la.us/lcetgrants/.

Peer review teams screened EETT competitive applications and then forwarded them to out-of-state reviewers that met in Baton Rouge. The reviewers reflected knowledge, expertise, impartiality and involvement in other similar out-of-state programs. These reviewers assessed proposals according to the criteria identified in the RFP, recommended improvements where appropriate, and then rated each as (1) Approved for Funding or (2) Not Approved for Funding. Some receiving the Approved status had contingencies or modifications required before receiving allocated funds. Project coordinators for those proposals had to prepare written responses addressing the concerns. The responses determined final funding recommendations.

Processing EETT Allocation grants followed similar steps. A peer review panel makes up the committee. It was their impartiality and evidence of experiences and expertise in reviewing grants of this magnitude and diversity that warranted selection. This team was selected by the Louisiana Department of Education (LDE) and met to review the submitted applications and to recommend proposals as either (1) Approved, or (2) In Need of Further Development. The need for further

development allowed for resubmission of rejected proposals. The staff at LDE then met with the State Technology Advisory Committee to review the applications and identified those for submission to BESE approval.

Reviewers commented on the quality of proposals and the level of expertise and commitment of proposal teams.

DISTRIBUTION OF FUNDS

All Ninety-one (91) Technology Improvement Grant applicants received funds totaling **$14,738,489**. Recipients included 66 public school systems, three Special Schools, two Charter Schools, five Dioceses, and 15 non public schools. **See Appendix B** for a list of TIG awards for 2002-03.

Thirty-six (36) EETT competitive proposals received funding through the competitive grant process. Eight (8) **TLTC** grants were awarded, one for each state Region, with each also receiving a $10,000 bonus for year one for a total of **$1,414,000.** Seven (7) *Anywhere, Anytime Learning* grants were awarded, with six receiving a bonus of $30,000 each for year one only, a total of **$500,000.** Only Six (6) of ten (10) funded **FIRSTTech** grants received year one bonuses, a total of **$1,425,228**. Twelve (12) **LINCS/SCHOOLTech** proposals received **$1,425,228** total funding, with no bonuses given in this category.

See Appendix C for detailed funding information

The Department of Education, State Technology Advisory Committee, and the Board of Elementary and Secondary Education (BESE) all approved these funding awards. See *Exhibit 1* for details of the funds distribution.

Exhibit 1

Total Louisiana Technology Initiative Funds Awarded for 2002-2003			
	Awarded to Louisiana	**Sub-Grants**	**Carryover Funds**
Federal Funds - (EETT)	$11,500,000		
Technology Improvement Grants (50% of 95%)		$5,359,937	
Anywhere, Anytime Learning Awards		500,000	
FIRSTTech Awards		1,425,228	
SCHOOLTech (same as LINCS)		2,100,000	
Regional TLTC Awards		1,414,000	
SUBTOTAL FOR GRANTS		$10,799,165	
LCET (5% of $11,500,000)		575,000	
Carryover (Funds not applied for)			125,835
TOTAL FEDERAL FUNDS (EETT)	**$11,500,000**	**$11,374,165**	**$125,835**
State Funds (Classroom Based Technology Fund)	**$10,000,000**		
Public Schools		$8,253,132	
Special Schools		19,027	
Charter Schools		5,236	
Dioceses		1,012,407	
Nonpublic Schools		88,750	
Subtotal		**9,378,552**	

LaGEAR UP		240,000	
Online Learning (from unallocated funds)		385.000	
TOTAL STATE FUNDS	**$10,000,000**	**$10,003,552**	**($3,552)**
TOTAL FUNDS	**$21,500,000**	**$21,377,717**	**$122,283**

EVALUATION DESIGN

Several factors influenced the evaluation design. At the state level, LCET personnel worked with parish/district technology coordinators to develop new surveys that replaced those used from 1999-2002. The intent was to collect data relevant to the new federal and state program goals and better meet the needs of schools and systems submitting data. The USDE began a new data collection format last year, requiring states to file combined reports for all federal funds they receive. Only six items from the End of Year Reports will be included in the state report. The Louisiana State Department of Education will include data from these specific survey items for inclusion in the state's compiled report to the USDE.

The design of the *2002-2003 Evaluation of the Louisiana Technology Initiatives* was three-fold. One, the availability and extent of the use of technology in state schools is always important to stakeholders. The newly designed instruments, the **Louisiana School Technology Survey and Evaluation Report** and the **Louisiana System Technology Survey and Evaluation Report**, collected these data. These surveys collect data on a variety of fronts, including Infrastructure and Technical Support, Student Learning, Educator Technology Proficiency and Practice, Principal Technology Proficiency and Leadership, Classroom Integration and Effective Practices, Communication and Community Outreach, and Planning and Funding.

Exhibit 2

Numbers of Respondents for School Technology Survey 2002-2003				
Item	Public Schools Responding	Actual Number of/in Public	Nonpublic Schools Responding	Actual Number of/in Nonpublic Schools
Number of students	733,734	N/A	137,518	N/A
Number of teachers	54165	N/A	10,933	N/A
Number of schools	1491	1503	250	434

Second, in lieu of the **End of Year Report** used in previous years, several questions from the previous instrument were included in the System Survey. Data addressed meeting awardees' goals and the Performance Indicators, Performance Targets and Target Status as of June 30, 2003.

See Appendices D and E for the survey text.
On-line is available at http://www.teachlouisiana.net/surveys/System_Tech_Survey_FINAL.pdf
and http://www.teachlouisiana.net/surveys/School_Tech_Survey_FINAL.pdf

A password protected online interface collected and posted all information to a historical database. Much of the *School Survey* data compiled and rolled into informational screens on the *System Survey* reports. This was for review and revision of the school data before final submission deadlines. After the evaluation process is complete, DOE/LCET will post data on its website for public access, http://www.doe.state.la.us/lde/lcet/home.html. Much of the data ascertained the change in availability and use of technology in 2002-2003 compared to the previous years.

Third, piloting began for the SEDL Self-Assessment Instrument. Aligned with NCLB, National and State Technology Standards, this tool identifies many of the applicable technology proficiencies of students, teachers and administrators. This instrument summarizes the strengths and weaknesses of participants' technology skills and allows more data driven decisions related to professional development and classroom integration.

Districts previously reported proficiency based on a variety of standards. This variety of standards includes participation in selected professional development, courses and other assessment tools. The piloting demonstrated the Self-Assessment as a more accurate process. LCET will implement the instrument actively in 2003-2004.

See Appendices F for district reported proficiencies

DATA ANALYSIS AND RESULTS

This report organized the evaluation themes and supporting findings that emerged upon analysis of the data from all forms described above. Over ninety-nine percent (99%), **1491** of the 1503 public schools completed the *Louisiana School Technology Survey and Evaluation Report*. Two hundred and fifty (250) of the identified 434 nonpublic schools responded. These included schools in the seven Catholic dioceses and 44 nonpublic schools outside of the dioceses. Th*e Louisiana System Technology Survey and Technology Report* was completed by **66** districts, three (**3**) Special Schools, two (**2**) Charter Schools, schools and five (**5**) dioceses. In addition, sixteen (16) nonpublic schools that received CBT funds completed the Teacher Proficiency portion of the System Survey (Questions 14, 15, and 16).

This report contains data from 18 items on the School Survey and partial data from six more items requiring respondents to furnish breakdowns of their answers. Included as part of the survey were items to help districts collect data they needed to address professional development, student, teacher and administrative needs as well as documentation presented to municipal and civic organizations associated with each system. Results from three questions on the *Louisiana System Technology Survey and Technology Report* are also included. Complete results of the public and nonpublic school/system surveys are in the Appendix.

See Appendix G – *Results of Louisiana School/System Technology Surveys 2002-2003: Public Schools*
See Appendix H - *Results of Louisiana School/System Technology Surveys 2002-2003: Nonpublic Schools.*

The analyses below are some of the items that awardees were required to complete as part of the grant award fulfillment.

Evaluation Theme 1: **Infrastructure is the beginning building block to support technology rich learning environments, which foster student achievement.**

The state of Louisiana has through grants, state funds and national funds moved rapidly forward in an attempt to obtain the national goal of 5:1 student to computer ratio. The current achievement has varied when evaluated across the state on a parish-by-parish basis. The state average is approaching a 5.3:1 student to internet accessible computer. However, the public system's, including the charter schools, student-to-computer ratios range from a low of 2.1:1 reported for Catahoula Parish to a high of 188:1 for Avoyelles Public Charter. These numbers document a significant increase in computer access compared to the 1996-1997 reported 48:1 ratios. The review of district-by-district results quantifies that 58% of Louisiana students are in schools and classrooms that have student to computer ratios above the 5.3:1 state average. The extended

evaluation of this data shows that 72% of our students find themselves in schools above the National goal of 5.1:1 ratio.

The data collected for the nonpublic schools also shows significant variation in accessibility within each school. Of the 190 nonpublic systems that responded to the survey the average for student to computer ratio is 5.6:1. The variation exhibited as broadly in this group of submitters ranging from 1:1 ratios in schools using notebook computers with wireless environments to 323:1 in the Department of Corrections school program.

A growth in internet accessibility in many public schools reflects use of E-Rate discounts and other outside sources helping fund infrastructure costs. This accessibility is over 98% for the public schools. The nonpublics reported a 4% drop in school connectivity and a 6% drop in actual classroom access. E-Rate application and technical assistance provided by LCET broadened in hopes that districts, systems and schools would be more successful at applying for and obtaining funds. The efforts to establish model classrooms has continued to meet challenges as only 36% of the classrooms report two or more computers available for student use and less than 5% meet the criteria of model classroom.

Technical support and maintenance personnel continue to lag behind the growth in computer access, as currently only 83% of the public systems report having district-based persons responsible for these services. This lack of support personnel implies when problems occur, addressing the issues could affect classroom activities and progress toward attainment of NCLB proficiency expectations.

Student to Computer Ratio*	
Student Count	
Public School	
733734	Total students*
307318	Less than 5.32:1
426416	Greater than or at 5.32:1
58.12%	Percent of students in schools with higher than state average
204876	Less than National goal 5:1
528858	Greater than or at National goal 5:1
72.08%	Percent of students in schools greater than National goal
Public School & Charter	
736125	Total students Public & Charter Survey*
309067	Less than 5.32:1
427058	Greater than or at 5.32:1
58.01%	Percent of students in schools with higher than state average
206625	Less than National goal 5:1
530607	Greater than or at National goal 5:1
736125	Percent of students in schools greater than National goal
72.08%	Percent higher than National goal
Nonpublic Schools	
114266	Total students identified in Nonpublic Survey*
29237	Less than 5.56:1 State Average Non Public
85029	Greater than or at 5:56:1State average Nonpublic

74.41%	Percent of students in schools with higher than state average
28290	Less than National goal 5:1
85976	Greater than or at National goal 5:1
75.24%	Percent of students in schools greater than National goal
*Based on responses collected on School/System Survey	

Evaluation Theme 2: **Louisiana educators are endeavoring to improve student achievement and technology literacy through the expanded use and availability of technology and technology programs.**

Advances in technology and the accessibility associated with it have continued to establish broader realms of success and achievement. The Statewide Distance Learning Network (SDLN) enrolled 1,263 students in the Louisiana Virtual High School and 310 students in satellite delivered courses. Another 771 are participated in telelearning courses. Many of the courses offered through these options address TOPS and other graduation-required courses, such as foreign language and higher math courses.

Participation in the variety of computer education courses has continued to grow during the 2002-2003 school year. Public school enrollment has reached slightly over 31,400 students along with the 9,597 nonpublic school students reported taking such courses. As part of the efforts to quantify the achievement of students on a technical proficiency level established by NCLB requirements, LCET collaborated with Southwest Educational Development Lab (SEDL) for the development of self-assessment tools for administrators, teachers and students. This assessment was piloted and is to be implemented in its entirety during the 2003-2004 school year.

Schools are utilizing web resources according to current responses. Ninety-five percent of the public schools support use of the web as an instructional, support and activities resource on a regular basis. This is a significant focus at 90% of the nonpublic schools. More schools and districts are looking at alternatives for students to access internet resources outside of school through after school programs and connectivity incentives. Only 41% of public school student have internet access at home, verifying the need to expand access and resources. This need is widespread when only 55% of nonpublic school students report having internet access at home.

Gale, United Streaming and Worldbook are some of the web resources currently utilized in schools through contracts, grants and agreements. These along with experiences in web-based activities have broadened the scope of information available to students throughout the state.

Evaluation Theme 3:   **Louisiana administrators support efforts to improve student achievement and technology literacy.**

Continuing growth and focus on the importance of technology in the schools is a trickle down effect that starts with an understanding of the concept of implementing diverse technical skills in the classroom. A major part of this initiation into the possibilities of technology has been through the LADOE's LEADTech program. The multi-year program has seen 39% of the public school principals and 30% of the nonpublic school principals completed the program. This percentage represents 1077 school and district administrators have enrolled in the program and already 272 have completed all phases. In addition to the LEADTech program, the Principal Induction Program, designed to help first year principals acclimate to the possibilities, has addressed the needs of 496 principals. These two programs have significantly effected the consideration of technical skills of potential teachers.

Today more than 72% of all principals address these as required skills for prospective teachers.

In addition to the skills and abilities of the teachers, many principals realize the need for support and integration of technology in the classroom and include facilitators as part of the staff. 58% of public schools and 78% of nonpublic schools now utilize the services of these qualified personnel. Additionally, 92% of the districts now include full and/or part-time facilitators to support integration challenges.

Administrator Professional Development Programs				
LEADTech				
	1999-2000	2000-2001	2001-2002	2002-2003
LEADTech	NA	260	330	346
Principal Induction Program				
Assistant Principal Induction Program	169	175	128	148
First Year Principal Induction Program	180	151	124	156
Second Year Principal Induction Program	124	160	132	108

Evaluation Theme 4: **Professional development programs encourage the effective integration of technology resources to promote research-based instructional methods that can be widely replicated.**

As principals have identified the need to participate in professional development programs, so have teachers. Louisiana Department of Education has, to date, awarded 23,663 certificates of completion for varied state, district and school, technology integration programs sanctioned by the LCET. Additionally, 1,647 nonpublic schoolteachers have participated in such programs. During the 2002-2003 school year, the LCET sponsored trainings and resources include:

- o *K-12 Online Database Resources*
- o *Making Connections*
- o *Online Professional Development*
- o *Louisiana Components of Effective Teaching* and *Strategies for Effective Teaching*
- o *Louisiana Information Literacy Initiative (LILI)*
- o *ThinkQuest Camp*
- o *Universal Designs for Learning (UDL)*
- o *Louisiana INTECH, INTECH 2 Science, and INTECH2 Social Studies*
- o *FIRSTTech*
- o *Quest with GIS*

Teachers Participating in Statewide Technology Professional Development Programs Results from School Technology Survey				
Programs	Public School Teachers Participating	Percent of Public School Teachers Participating	Nonpublic School Teachers Participating	Percent of Nonpublic School Teachers Participating
Louisiana INTECH K-6	7,529	14%	587	5%
Louisiana INTECH 7-12	3,502	6%	259	2%

INTECH 2 Science	702	1%	24	0%
INTECH 2 Social Studies	386	1%	25	0%
FIRSTTech	1,192	2%	20	0%
Making Connections	2,667	5%	44	0%
Marco Polo Training	2.485	5%	257	1%
K-12 Online Database Resources Training (World Book and/or GALE)	3,899	7%	389	4%
State-sponsored Online Professional Development	1,301	2%	142	1%
TOTAL	**23,663**	**44%**	**1,647**	**15%**

Augmenting the certification programs and helping to identify the technical proficiency of teachers, LCET began the piloting and implementation of the SEDL Proficiency Self-Assessment Instrument. The proficiency of teachers was determined for this report based on this variety of possible resources which included the SEDL Instrument, INTECH participation numbers, and/or other instruments based upon the NETS and ISTE standards identified by systems, school and districts. Public Systems identified 9,979 of the 29,094 teachers evaluated as proficient. Nonpublic systems identified nearly 40% or 1,559 of the 3,997 nonpublic schoolteachers as proficient.

These numbers identify an increase in awareness for the needs of trainings, programs and professional development throughout the state. Along with these abilities are diversifying the opportunities for teachers to implement their knowledge and skills in the classroom.

Teacher Proficiencies (or Teachers Qualified to Use Technology with Instruction)				
	Proficient	**Non-proficient**	**Total Evaluated**	**Percentage**
Publics	9,979	19,115	29,094	34%
Nonpublics	1,559	2,418	3,977	39%
All Participants	**11,538**	**21,533**	**33,071**	**35%**

Evaluation Theme 5: **Encourage planning and implementation based on standards adopted by the State Department of Education.**
The vision to move forward within the educational focus on technology has warranted many innovations and much planning recently. In an effort to insure a unified direction in the vision, the LADOE has ratified a number of standards and guidelines to help schools and districts. These resources include The *Louisiana Content Area Standards, Louisiana Standards for Distance Learning and Louisiana K-12 Educational Technology Guidelines.* This collection of resources have also forced the adoption of policies for assessing the strengths and weaknesses found in facilities, programs and personnel associated with each school or system. All of the public school systems and the a majority of the charter schools through out the state have developed and adopted long-range District Technology Plans which have been approved and certified by LCET as aligned with the State's Technology Plan. Additionally, 79% of nonpublic systems and schools have Technology Plans, which have also fallen into this category of appropriately focused vision for Louisiana's future with Technology.

Of significant interest is confirmation that sixty-seven percent (**67%**) of schools in the state have stand-alone School Technology Plans that also align with the district focus. These technology plans are in addition to School Improvement Plans often mandated by districts to insure the mission and purpose of school programs and curriculum.

Initiatives Offered through LCET:

The Louisiana Center for Educational Technology (LCET) serves as the state leadership group for the

Department of Education in its educational technology efforts, helping to ensure that Louisiana's classrooms are creating a workforce prepared for the demands of the 21st century. Three major goals of the No Child Left Behind Act direct the state's plan and drive Louisiana's technology initiative. These goals include: increased student achievement and literacy through the use of technology; teacher proficiency through incorporation of technology and research-based practices to support student learning; and technology integration throughout the curriculum.

In order to address the goals of the federal government and the state plan for educational technology, LCET guides and implements a multitude of strategies. The myriad of technology initiatives include:

Algebra I Online
The components of the Louisiana Virtual School (LVS), the Algebra I Online are designed to provide students with a certified and qualified Algebra I instructor and a high quality Algebra I curriculum through a web-based course. They also provide uncertified teachers in the classroom with opportunities to extend their understanding and skills and with the support/tools needed to facilitate in-class algebra learning experiences. (http://lvs.doe.state.la.us/algebra)

FIRSTTech
The FIRSTTech program provides a framework for inducting, retaining and supporting new teachers using technology. This innovation to new teacher assistance allows for increased time for high quality interaction between mentors and new teachers.

INTECH
Intech provides teams of teachers with many examples of effective technology-based strategies that support and enhance curriculum and can serve as a catalyst for fundamental change in overall teaching and learning processes.

INTECH 2 Science and INTECH 2 Social Studies
INTECH 2 is a content-specific professional development opportunity that builds on the skills, concepts and the five essential elements of LA INTECH.

K-12 Online Database Resources
(Gale and WorldBook)
Teachers and students in Louisiana public and nonpublic schools are provided unlimited access to a collection of subscription-based products from the GALE Group and World Book, Inc.

LEADTech
This technology leadership initiative prepares principals, district superintendents and other school leaders with an in-depth understanding of the role of instructional technology as it relates to total school improvement and increased student learning. (http://www.doe.state.la.us/leadtech/)

Louisiana Information Literacy Initiative (LILI)
This project is designed to assist librarians in transforming a school library to meet the needs of the students of the 21st century.

Louisiana Principal Induction Program (LPI)
The LPI program builds the capacity of new building-level administrators to provide leadership to their schools in both instructional and administrative areas. It serves to align current state mandates and initiatives, research on leadership development, and the Standards for School Principals in Louisiana. (http://www.doe.state.la.us/lde/lcet/1642.html)

Louisiana Virtual School (LVS)
LVS utilizes the Internet, e-mail, and other online and offline resources and is a valuable opportunity for schools to improve student achievement by providing students and teachers the opportunity to

access needed courses and appropriate curriculum and enrichment programs through telecommunications systems. (http://lvs.doe.state.la.us/portal/)

Making Connections
Through the creation of an electronic resource center, Louisiana teachers access "a one stop shop" for instructional materials that enhance teaching, learning, and technology opportunities in Louisiana's K-12 schools. (http://www.doe.state.la.us/conn/)

Online Professional Development
Designed to provide professional development for teachers, administrators, and school personnel in K-12 school districts, this program includes graduate-level online courses, community of learners networks, and workshops for specific educational needs. It will provide opportunities and resources, enabling teachers and administrators to support all students in achieving challenging standards.

Quest With GIS
The GIS K-12 Initiative introduces K-12 students and teachers to the world of GIS (Geographic Information Systems). It involves them in an authentic and powerful application of the GIS technology. The GIS K-12 Initiative incorporates multiple LCET initiatives, including Making Connections and INTECH 2 Social Studies. (http://www.questwithgis.com)

Regional Teaching, Learning, and Technology Centers (TLTCs)
Each TLT Center Technology Facilitator works with the LCET staff in the continued implementation, development and refinement of the Louisiana INTECH K-6 and Louisiana INTECH 7-12 professional development projects. Each TLT Center provides technology training during the school year and summer including the INTECH Classroom Module, Technical Support courses, and Administrative Support courses. (http://www.doe.state.la.us/lde/uploads/1759.pdf)

SCHOOLTech
SCHOOLTech schools are committed to the effective use of instructional technology to support school-based technology integration. The design of the initiative is to support teachers and students in the effective use of technology. Schools must show a genuine commitment to student literacy and competency. The use of instructional technology and addressing ways that technology can influence student achievement must be major focuses of this commitment.

TEACH Louisiana
TEACH Louisiana offers teachers a preparation center with traditional and alternative certification paths; a certification center to apply for certification or inquire on their certification status; a recruitment center for job seekers and for districts to post available positions; and a professional development center where educators can find high-quality professional development opportunities and resources. (http://www.teachlouisiana.net)

ThinkQuest
ThinkQuest is a series of workshops and resources training teams of students and educators to work collaboratively to learn as they create web-based learning materials. The focus is on finished products entered in the bi-annual ThinkQuest competitions.

Universal Design for Learning (UDL)
A hands-on professional development training designed for general and special educators that addresses the challenges of making the general curriculum accessible for all learners.

SUMMARY

The survey and evaluation of the data associated with it have lead to a number of conclusions. Districts and schools continue to fund computers to improve student to computer ratios and broaden educational activities. The ratio overall approaches the national goal of 5:1; however there is a wide discrepancy in what is found in the schools. Training and professional development has advanced the understanding of the greater need for access to technical resources. Teachers and administrators are implementing the philosophies of how to improved skills and better utilize resources for themselves and their students.

Districts and schools are spending more on technology each year in spite of decreased funding from state and federal sources. E-Rate discounting has significantly augmented the connections to the internet over the last three years. Other Federal monies, such as EETT, are providing teacher training through LCET and its initiatives targeted at the accomplishment of new state technology standards. These trainings and resources include extensive on-line tools and links for teachers and administrators as well as communication tools to allow sharing of ideas, concepts and technical support. An emerging component of personnel selection at the school and system level includes integration of technology into curricula. Teacher proficiency in the use of technology for teaching and learning has also become a priority throughout the state.

LCET has established a goal for optimum integration of technology into instruction in Louisiana schools, and has begun measuring the level of attainment of the goal. This is providing effective professional development activities for state teachers and school administrators. Schools and districts are engaging in long range planning for technology in the schools. The modified plans and re-addressed skills and infrastructure are required as technology advances and the schools fall behind the curve at all levels. Review of many schools shows a rapid antiquation of existing systems. As part of the continued need for growth, schools and districts provide higher level and greater assistance with technical and maintenance support. This effort to support continuous integration has met with concerns and lack of available personnel in recent conversations.

See Appendix I – Comparisons of 1999-2000 to 2002-2003

RECOMMENDATIONS

1. LCET and the Louisiana Department of Education are encouraged to make optimum use of the comprehensive databases of information collected from the online surveys completed this year. Causes and correlations that did or could affect the attainment of state and national technology goals are insights possibly available from continued analysis of the data.

2. Technology coordinators should be encouraged to study and use data from the School and District Technology Surveys to determine deficiencies, areas of need, and efficient budgeting of future Technology Initiative funds. Offer workshops teaching participants how to develop queries and analyze the results of the surveys. To accomplish state and national technology goals, enable local planning teams to focus on explicit needs of their districts or schools though these types of training.

3. The LCET staff is encouraged to work closely with Applicants for CBTF/EETT funds to help them develop more measurable goals, and make sure that measures and expected results relate to those goals. They should be encouraged to measure goal attainment with student achievement indicators whenever possible or relevant. Some may need assistance in this area during the Review Process.

4. The Technology Initiative should become a primary partner in State Accountability Plan activities at the district and school levels. Seek ways to merge the two in ways that accomplish the mutual attainment of improved student achievement. Accomplish goals of both programs simultaneously. Towards this end, it would be helpful to encourage more districts to use the Louisiana K-12 Technology Standards when planning goals, and designing curriculum and evaluation measures. In addition, districts and schools should be required to revise their technology plans to reflect changes in the State Technology Plan and E-Rate requirements.

5. Professional development of educators must continue, not only in technology, but for upgrading content area knowledge as well. Continue to develop INTECH 2 professional development initiatives for all content areas and grade levels.

6. Continue to offer sessions for state and district administrators, such as LEADTech, that equip them with technology and leadership skills to optimize the effective integration of technology into state and district curricula.

7. LCET should continue to provide the means and training for programs that are especially suited to, or only possible through, technology. This would include the distance learning projects, such as the Louisiana Virtual High School, Algebra 1, Internet courses and degree programs for educators, and online databases and services that are offered free to teachers and students through state contracts with the providers. Expand the Distance Learning initiative, and move forward toward Web-Based Learning environment for both students and teachers, while phasing out older formats, such as Telelearning and Satellite.

8. Continue to strengthen partnerships with universities at both the state and district levels, and share resources for better preparation of pre-service teachers. This would help insure that pre-service teachers are technology literate and ready to, appropriately use technology when they enter the classroom, and reduce the amount of funding needed for training the active teaching force.

9. Districts, schools, and the state are progressing towards attainment of the recognized State and Federal technology goals. The present student to computer ratio has approached the national goal of 5:1. This ratio is far below that value in many districts, schools, and classrooms. Rural areas are especially needy. The Legislature needs to continue to fund the Classroom Based Technology Fund, not only to forge ahead with new products and programs, but also to provide

moneys for maintaining and updating the present technology and professional development programs.

10. The State Department of Education should continue to seek EETT grants and other federal funds, and CBTF moneys from the state. The Louisiana Technology Initiative is beginning to make measurable differences not only in the integration of technology into curricula, but in the state's school reform efforts as well, through the professional development activities funded primarily with the federal funds. Continuation of these efforts at this point is crucial.

11. LCET and the State Department of Education should expand technical support for E-Rate applicants to ensure access to Federal funds. Numerous districts are utilizing these funds currently and are a resource for non-applicants considering future applications.

Appendix A
Funding Sources and Disbursements
1999-2000 to 2002-2003

	Year							
	2002-2003		2001-2002		2000-2001		1999-2000	
CBTF Allocations (State)	$9,378,552.00		$ -		$5,000,000.00		$14,037,249.50	
EETT Allocations (Federal)	$5,359,937.00		$ -					
Technology Literacy Challenge Fund (Federal)					$3,863,285.32		$6,037,606.00	
Total Allocation Awards		$14,738,489.00		$ -		$8,863,285.32		$20,074,855.50
Anytime, Anywhere Competitive Grants	$500,000.00							
FIRSTTech Competitive Grants	$1,425,228.00		$3,476,419.57					
SchoolTECH Competitive Grants	$2,100,000.00							
TLTC Competitive Grants	$1,414,000.00		$2,024,983.00				$839,864.33	
High School Technology Leadership Grants			$999,984.36		$690,000.00			
District/Consortium Professional Development Grants			$3,079,536.00		$700,000.00		$2,585,000.00	
TLTC Competitive Grants - Continuation Award							$600,000.00	
Total Competitive (Federal)		5,439,228.00		$9,580,922.93		$1,390,000.00		$4,024,864.33

TECHNOLOGY IMPROVEMENT GRANTS			
School/System	State & Federal Funding 2002-2003		
	CBT Amount	EETT Amount	TOTAL
Public Schools			
Acadia	$109,780	$96,711	$206,491
Allen	$48,058	$33,068	$81,126
Ascension	$172,412	$60,146	$232,558
Assumption	$50,431	$41,056	$91,487
Avoyelles	$74,846	$68,685	$143,531
Beauregard	$69,540	$28,709	$98,249
Bienville	$28,926	$26,022	$54,948
Bossier	$214,370	$71,064	$285,434
Caddo	$510,353	$335,871	$846,224
Calcasieu	$362,601	$157,983	$520,584
Caldwell	$20,874	$15,801	$36,675
Cameron	$21,703	$7,176	$28,879
Catahoula	$20,757	$21,305	$42,062
Claiborne	$31,123	$23,337	$54,460
Concordia	$43,313	$38,952	$82,265
DeSoto	$54,674	$39,310	$93,984
East Baton Rouge	$598,651	$349,832	$948,483
East Carroll	$19,682	$35,080	$54,762
East Feliciana	$28,763	$26,280	$55,043
Evangeline	$71,655	$58,716	$130,371
Franklin	$42,039	$44,339	$86,378
Grant	$41,350	$22,134	$63,484
Iberia	$163,565	$107,927	$271,492
Iberville	$55,422	$47,212	$102,634
Jackson	$28,926	$19,482	$48,408
Jefferson	$584,602	$341,733	$926,335
Jefferson Davis	$66,151	$46,160	$112,311
Lafayette	$337,894	$160,675	$498,569
Lafourche	$173,534	$109,433	$282,967
LaSalle	$29,207	$12,830	$42,037
Lincoln	$76,167	$36,305	$112,472
Livingston	$231,340	$56,284	$287,624
Madison	$27,278	$36,963	$64,241
Morehouse	$58,612	$62,245	$120,857
Natchitoches	$76,459	$69,610	$146,069
Orleans	$829,348	$888,612	$1,717,960
Ouachita	$204,085	$92,254	$296,339
Plaquemines	$54,451	$31,549	$86,000
Pointe Coupee	$36,453	$37,353	$73,806
Rapides	$261,447	$158,905	$420,352
Red River	$19,062	$16,872	$35,934
Richland	$40,672	$39,002	$79,674
Sabine	$47,462	$32,606	$80,068
St. Bernard	$97,613	$48,649	$146,262

TECHNOLOGY IMPROVEMENT GRANTS			
School/System	State & Federal Funding 2002-2003		
	CBT Amount	EETT Amount	TOTAL
St. Charles	$111,240	$35,240	$146,480
St. Helena	$15,649	$18,831	$34,480
St. James	$43,126	$30,181	$73,307
St. John	$70,428	$46,233	$116,661
St. Landry	$175,147	$152,653	$327,800
St. Martin	$96,596	$66,882	$163,478
St. Mary	$119,515	$88,311	$207,826
St. Tammany	$380,611	$113,640	$494,251
Tangipahoa	$208,561	$149,439	$358,000
Tensas	$10,928	$18,230	$29,158
Terrebonne	$221,581	$134,474	$356,055
Union	$40,438	$25,164	$65,602
Vermilion	$99,132	$70,324	$169,456
Vernon	$111,626	$46,250	$157,876
Washington	$51,588	$47,543	$99,131
Webster	$87,422	$54,363	$141,785
West Baton Rouge	$42,402	$21,513	$63,915
West Carroll	$28,085	$16,682	$44,767
West Feliciana	$25,654	$15,020	$40,674
Winn	$32,316	$22,101	$54,417
City of Monroe	$110,960	$98,835	$209,795
City of Bogalusa	$34,478	$30,370	$64,848
Total Public Schools	**$8,253,132**	**$5,356,517**	$13,609,649
Special Schools			
LSD	$1,776		$1,776
Southern Lab	$5,563		$5,563
Dept of Corrections	$11,687		$11,687
Total Special Schools	**$19,027**	**$0**	$19,027
Type 2 Charter Schools			
Avoyelles Charter School	$4,394	$3,068	$7,462
Baton Rouge Charter High School (EBRATS)	$841	$352	$1,193
Total Type 2 Charter Schools	**$5,236**	**$3,420**	$8,656
Dioceses			
Archdiocese of N.O.	$556,000		$556,000
Diocese of Baton Rouge	$190,956		$190,956
Diocese of Houma-Thibodeaux	$65,871		$65,871
Diocese of Lafayette	$165,562		$165,562
Diocese of Lake Charles	$34,018		$34,018
Total Dioceses	**$1,012,407**	**$0**	$1,012,407
Non Public Schools			
Ascension Day School	$4,793		$4,793
Baton Rouge Lutheran	$2,174		$2,174
Bishop Noland Episcopal	$3,191		$3,191
Brighton Academy	$1,531		$1,531
Cedar Creek School	$7,809		$7,809

TECHNOLOGY IMPROVEMENT GRANTS			
School/System	**State & Federal Funding 2002-2003**		
	CBT Amount	EETT Amount	TOTAL
Christ Episcopal School	$3,858		$3,858
Claiborne Christian	$1,847		$1,847
Dunham School	$7,879		$7,879
Episcopal High School	$12,438		$12,438
Franklin Academy	$3,589		$3,589
Parkview Baptist	$19,312		$19,312
Ridgewood Prep	$5,705		$5,705
St. James Episcopal	$2,700		$2,700
St. Martin Episcopal	$8,861		$8,861
St. Paul Episcopal	$3,063		$3,063
Total Nonpublic	**$88,750**	**$0**	$88,750
GRAND TOTAL	**$9,378,552**	**$5,359,937**	**$14,738,489**

Appendix C
EETT Competitive Grant Disbursements 2002-2003

Anywhere, Anytime Learning		
LEA	Award Amount	Annual for 2 years
Acadia	$50,000.00	$50,000.00
DeSoto	$80,000.00	$50,000.00
East Feliciana	$80,000.00	$50,000.00
Franklin	$80,000.00	$50,000.00
Red River	$80,000.00	$50,000.00
Richland	$80,000.00	$50,000.00
Washington	$50,000.00	$50,000.00
	$500,000.00	$350,000.00

Framework for Inducting, Retaining, and Supporting Teachers With and Through Technology (FIRSTTech)		
LEA	Award Amount	Annual for 2 years
Acadia	$160,000.00	$150,000.00
Bogalusa	$80,000.00	$69,057.00
DeSoto	$160,000.00	$150,000.00
East Baton Rouge	$150,000.00	$150,000.00
Lincoln	$150,000.00	$150,000.00
Natchitoches	$95,228.00	$95,228.00
Orleans	$150,000.00	$150,000.00
Rapides	$160,000.00	$150,000.00
Union	$160,000.00	$150,000.00
Webster	$160,000.00	$150,000.00
	$1,425,228.00	$1,364,285.00

SCHOOLTech / New Recipients	
LEA	Award Amount
Avoyelles	$105,000.00
Caldwell	$100,000.00
Concordia	$136,721.00
Jefferson	$150,000.00
Morehouse	$105,000.00
Rapides	$150,000.00
Sabine	$150,000.00
St. Charles	$105,000.00
St. Tammany	$150,000.00
Tensas	$150,000.00
Webster	$105,000.00
Winn	$105,000.00
	$1,511,721.00

Teaching, Learning, Technology Center	
LEA	**Award Amount**
Calcasieu - Region 5	$185,000.00
Monroe - Region 8	$185,000.00
Plaquemines - Region 1	$185,000.00
Rapides - Region 6	$185,000.00
St. James - Region 3	$185,000.00
Vermilion - Region 4	$185,000.00
St. Tammany - Region 2	$119,000.00
Webster - Region 7	$185,000.00
	$1,414,000.00

School Technology Survey and Evaluation Report

School Demographic and Contact Information

Name of person completing this survey: _____

Email of person completing this survey: _____

School Name: _____

NCES #: _____

Telephone Number: _____

Fax Number: _____

School's Website: _____

Grade Span: From _____ To _____

Principal's Name: _____

Principal's Email: _____

Number of teachers: ___##___ (use number submitted to LDE on the October 2002 Annual School Report)

Number of students: ___##___ (use number submitted to LDE on the October 2002 Annual School Report)

Number of administrators: ___##___ (use number submitted to LDE on the October 2002 Annual School Report)

Infrastructure and Technical Support

Computers

1. How many computers in the school are connected to the Internet? _____
   a. How many of these are in a library media center? _____
   b. How many of these are in a computer lab setting? _____
   c. How many of these are in a mobile lab? _____
   d. How many of these are predominantly administrative? _____
   e. How many of these are in classrooms (non-lab setting)? _____

Note: a + b + c + d + e must equal total answer to #1

2. How many computers in the school are NOT connected to the Internet? _____
   a. How many of these are in a library media center? _____
   b. How many of these are in a computer lab setting? _____
   c. How many of these are predominantly administrative? _____
   d. How many of these are in mobile lab? _____
   e. How many of these are in classrooms (non-lab setting)? _____

Note: a + b + c + d + e must equal total answer to #2

Other Technology/Computing Devices

3. Which of the following devices are <u>available</u> for use by students and/or teachers in your school?
   Check all that apply:

   ☐ Assistive/Adaptive Devices

- ☐ Computer Projection Devices
- ☐ Digital Still Cameras
- ☐ Digital Video Cameras
- ☐ High Definition TV Monitors (digital)
- ☐ Laser Printers
- ☐ Laserdisc Players
- ☐ Personal Digital Assistant (PDA)
- ☐ Scanners
- ☐ Smart Boards
- ☐ Text Editors (e.g., Alpha Smarts, Dream Writers, etc.)
- ☐ TV Monitors (not computer monitors)
- ☐ TV Production Studios
- ☐ Web TV Units

School Connectivity

4. Does your school have Internet Access?
   - ○ Yes
   - ○ No

Classroom Connectivity

In the chart below, indicate the number of each type of room in your school, the number of rooms with the specified amount of internet connectivity, and the number of rooms in your school that meet the state definition of a model technology classroom. Note: the total number of instructional rooms in the school includes **ALL** classrooms, libraries, and computer labs – every room in which instruction is provided to students, and not used for primarily administrative purposes).

	Classrooms			Library/ Media Centers	Computer Labs	Total Instructional Rooms	Administrative Rooms/ Offices
	5a			5b	5c	5d = 5a+5b+5c	5e
5. **Number of rooms designated as:**							
	6a			6b	6c	6d = 6a+6b+6c	6e
6. **Number of rooms with specified number of Internet connections:**	1 computer with internet connection	2-3 computers with internet	4 or more computers with internet	**Number of library/ media centers with 1 or more internet connections**	**Number of computer labs with 1 or more computers connected to the internet**	Total Instructional Rooms with internet connections	**Number of administrative rooms/offices with internet connections**
7. **Number of model classrooms*:**				*A **model classroom** has, at a minimum, the following technologies: *5 or more internet-connected PCs, printer, projection device, appropriate software, scanner, and, digital camera. Do not count a computer lab in this count.*			

Support

In this section, provide information about the school-based technology (both instructional and technical) facilitators. Do not include non-school based support facilitators in this count.

8. Does your school have a school-based facilitator to assist teachers with technology integration?

    ○ Yes
    ○ No

If yes, this position is   ☐ Full time (salaried)
    ☐ Part time (salaried; half day or less)
    ☐ Part time (stipend; extra duties on top of regular, full-time position)
    ☐ Volunteer

9. Does your school have a school-based technical support person for maintenance and/or support of hardware and software?
    ○ Yes
    ○ No

If yes, this position is   ☐ Full time (salaried)
    ☐ Part time (salaried; half day or less)
    ☐ Part time (stipend; extra duties on top of regular, full-time position)
    ☐ Volunteer

10. Is your school-based instructional technology facilitator the same person as the school-based technical support person?
    ○ Yes
    ○ No

Infrastructure and Technical Support Rubric

Identify your school's current level of progress in the area of **Infrastructure and Technical Support**. It is possible that your school may have indicators in more than one of the levels of progress (Early Tech, Developing Tech, Advanced Tech, Target Tech). However, you are to select the one level of progress that best describes your school at this particular point in time.

Early Tech	Developing Tech	Advanced Tech	Target Tech
• Student access to technology is mostly limited to lab settings. • Faculty and teacher access to technology is inconsistent and mostly limited to offices or workspaces. • Technical assistance for students and faculty use of technology is viewed as inconsistent or inadequate. • Issues of access and quality are unresolved.	• Access to technology is available in the classroom to support student learning and faculty teaching and productivity. • Access to technology is growing and includes both classroom and lab settings for student use. • Internet access and network resources are limited and/or not consistently available. • Technical assistance for students and faculty is readily available but is limited to troubleshooting hardware and software. Technical assistance for supporting teaching and learning is not clearly defined or is understaffed.	• Access to computers, software, and Internet networks is provided for students, teachers, and support personnel throughout the school (classrooms, libraries, media centers, administrative areas) during the school day and sometimes beyond the school day. • Technical assistance for students, teachers, and administrators is readily accessible and includes mentoring to enhance skills in managing classroom resources and instructional strategies to support teaching and learning.	• Students and teachers have "on-demand access" to technology resources – hardware and software, telecommunications, and other online resources including home and community access. • Technical assistance for students, teachers, and administrators is available around the clock. The technical assistance includes paid staff and identified peer and student mentors, as well as content and pedagogy specialists for supporting the use of technology in teaching and learning.

- ○ Early Tech
- ○ Developing Tech
- ○ Advanced Tech
- ○ Target Tech

Student Learning

11. Are students in your school enrolled in any distance learning courses delivered electronically?
    - ○ Yes
    - ○ No

If yes, provide the number of students participating in the following distance learning programs.

_____ Louisiana Virtual School (classes offered via the Internet through the Statewide Distance Learning

Network administered by the Louisiana Department of Education)

    ———   8(g) satellite courses (classes conducted on television and delivered via satellite through the Statewide Distance Learning Network administered by the Louisiana Department of Education)

    ———   8(g) audio graphic courses (classes conducted using the computer and telephone through the Statewide Distance Learning Network administered by the Louisiana Department of Education)

    ———   Interactive Video, compressed or IP-based (classes delivered using "real-time," interactive audio-video approach)

    ———   Other _____

12. Are students in your school enrolled in any of the Secondary Computer Education Courses (as identified in Bulletin 741)?
    ○ Yes
    ○ No

    If yes, provide the number of students in the following courses:
    _____ Computer Technology Applications
    _____ Computer/Technology Literacy
    _____ Computer Science I or II
    _____ Computer Architecture
    _____ Computer Systems and Networking I or II
    _____ Digital Graphics and Animation
    _____ Desktop Publishing
    _____ Multimedia Productions
    _____ Web Mastering
    _____ Independent Study in Technology Applications

13. Students can use technology to support learning in a variety of ways. In the chart below, identify the approximate frequency of a particular use by most of the students in your school. If technology in your school is not used in the manner described, then indicate "Never".

Student Use of Technology	Daily	Weekly	Monthly	Rarely or Occasionally	Never
Communicate electronically with experts, peers, and others	○	○	○	○	○
Solve real-world problems	○	○	○	○	○
Productivity Tools (Word processing, spreadsheets, databases)	○	○	○	○	○
Multimedia/Production (multimedia programs, concept mapping software, graphing software, etc.)	○	○	○	○	○
Conduct online research	○	○	○	○	○
To assist in problem-solving, self-directed learning, and extended learning activities.	○	○	○	○	○
Work on online collaborative projects	○	○	○	○	○
Use digital cameras, probes to collect data, scanners, etc. to enhance learning	○	○	○	○	○
Simulations, virtual tours, etc.	○	○	○	○	○
Computer-assisted learning (CCC, Josten, Plato, Skills Tutor, Orchard, LightSpan, etc.)	○	○	○	○	○

14. How does your school integrate the Louisiana K-12 Educational Technology Standards into the learning experiences of the students and school curricula? Check all that apply.

☐ As a separate subject
☐ Into mathematics
☐ Into English/language arts
☐ Into social studies
☐ Into science
☐ Into other subject areas

15. During the 2002-2003 school year, did ALL students in your school have access to a networked computer and were ALL students in your school regularly given the opportunity to do meaningful work from these networked computers?

*Note: For a school to answer "**YES**" to this question would mean that the school environment is such that all students have regular use of a networked computer for learning and research and that the use is across multiple disciplines and classrooms and is consistent with the Louisiana K-12 Educational Technology Standards. (Computer use for drill and practice activities in a lab environment would not meet this condition.)*

○ Yes
○ No

Student Learning Rubric

Identify your school's current level of progress in the area of **Student Learning**. It is possible that your school may have indicators in more than one of the levels of progress (Early Tech, Developing Tech, Advanced Tech, Target Tech). However, you are to select the one level of progress that best describes your school at this particular point in time.

Early Tech	Developing Tech	Advanced Tech	Target Tech
• Student use of technology to support learning is limited and sporadic and is mostly done in a computer lab setting or library. • Students occasionally use productivity software applications and/or use tutorial software for drill and practice. • Students have little engagement in the learning process. Student collaboration is isolated.	• Students have regular weekly use of a computer to supplement classroom instruction, primarily in lab and library settings. • Students regularly use technology on an individual basis to access electronic information and for communication and presentation projects. • Students use technology for research, communications, and presentations.	• Students have regular weekly technology use for integrated curriculum activities utilizing various instructional settings (i.e., classroom computers, libraries, labs, and portable technologies) • Students work with peers and experts to evaluate information, analyze data and content in order to problem solve. • Students select appropriate technology tools to convey knowledge and skills learned.	• Students have on-demand access to all appropriate technologies to complete activities that have been seamlessly integrated into all core curriculum areas. • Students work collaboratively in communities of inquiry to propose, assess, and implement solutions to real world problems. • Students communicate effectively with a variety of audiences. • Students use digital content and technology is used in ways that significantly changes the entire learning process, allowing for greater levels of collaboration, inquiry, analysis, and creativity

- ○ Early Tech
- ○ Developing Tech
- ○ Advanced Tech
- ○ Target Tech

Educator Technology Proficiency and Practice

16. What types of strategies does your school implement to build teacher technology competency and to assure that all teachers in your school can achieve the National Educational Technology Standards for Teachers? Check all that apply.

☐ Lesson plans that integrate technology standards

☐ Professional Growth Plans that include technology integration objectives

☐ Classroom observations and evaluations

☐ Self-assessment survey of technology skills and technology methods attained by teachers

☐ Online communication (email, discussion boards, announcements, memo, etc.)

☐ School stipends for after-hours professional development
☐ Release time for teachers to attend district and or regional TLTC-provided workshops
☐ Release time for teachers to attend state and national professional conferences
☐ Time provided for teachers to plan collaboratively for technology-rich, standards-based lessons

☐ Tuition reimbursement for teachers to complete university courses

17. Teachers can utilize technology to support instructional practices and their professional growth and performance in a variety of ways. In the chart below, identify the approximate proportion of your teachers that use technology in the manner that is described.

Teacher Practice	All	Most	Half	A Few	None
Teacher uses technology to provide technology-rich learning experiences for students (e.g., student online research, student online collaborative projects, students' engaged in authentic, technology-based work)	O	O	O	O	O
Teacher uses technology to provide students with non-traditional forms of student assessment (e.g., multimedia projects, websites, electronic portfolios)	O	O	O	O	O
Teacher collaborates with other educators online	O	O	O	O	O
Teacher participates in online courses	O	O	O	O	O
Teacher maintains professional electronic portfolio	O	O	O	O	O
Teacher uses technology to enhance his/her own productivity (e.g., managing grades, communicating with parents)	O	O	O	O	O

Professional Development

18. Indicate the number of teachers in your school who have successfully completed each of the following statewide technology professional development programs:
_____ FIRSTTech
_____ Louisiana INTECH K-6
_____ Louisiana INTECH 7-12
_____ INTECH 2 Science
_____ INTECH 2 Social Studies
_____ Making Connections
_____ Marco Polo Training
_____ K-12 Online Database Resources Training (WorldBook and/or GALE)
_____State-sponsored Online Professional Development

19. Which of the following types of technology training opportunities does your school currently provide? Check all that apply.

☐ Basic Computer Skills (use of operating systems and parts of the computer)

- ☐ Advanced Technology Skills (use of website development software, PDAs, GPS, video production, etc.)
- ☐ Email Communication
- ☐ Basic Productivity Skills (word processing, spreadsheets, databases and presentation)
- ☐ Integration of Technology Instruction (use of technology resources in classroom instruction)
- ☐ Use of Electronic Grade books
- ☐ Classroom Internet Research
- ☐ Grant Writing Skills
- ☐ Writing Professional Growth Plans
- ☐ Other _____
- ☐ Our school does not provide any of these types of training

20. Which of the following professional development opportunities does your school need? Check all that apply.

- ☐ Basic Computer Skills (use of operating systems and parts of the computer)
- ☐ Advanced Technology Skills (use of website development software, PDAs, GPS, video production, etc.)
- ☐ Email Communication
- ☐ Basic Productivity Skills (word processing, spreadsheets, databases and presentation)
- ☐ Integration of Technology (use of technology resources in classroom instruction)
- ☐ Use of Electronic Grade books
- ☐ Classroom Internet Research
- ☐ Grant Writing Skills
- ☐ Writing Professional Growth Plans
- ☐ Louisiana INTECH K-6
- ☐ Louisiana INTECH 7-12
- ☐ INTECH 2 Science
- ☐ INTECH 2 Social Studies
- ☐ MarcoPolo Workshop
- ☐ Making Connections Workshop
- ☐ WorldBook Online Workshop
- ☐ Gale Group Database Workshop
- ☐ Online Professional Development
- ☐ None

Educator Technology Proficiency and Practice Rubric

Identify your school's current level of progress in the area of **Teacher Technology Proficiency and Practice**. It is possible that your school may have indicators in more than one of the levels of progress (Early Tech, Developing Tech, Advanced Tech, Target Tech). However, you are to select the one level of progress that best describes your school at this particular point in time.

Early Tech	Developing Tech	Advanced Tech	Target Tech
• Technology skills and use of technology is limited to a few teachers. • Teachers have limited or no opportunities for technology-rich professional development. • Teachers use technology in the classroom as a supplement. • Teachers are aware of the possibilities for the use of technology to support professional practice, but lack either the requisite skills or access to become effective users.	• Teachers are skilled in the basic professional productivity tools, using technology primarily for their own productivity in relation to teaching and learning (creating plans, composing reports, writing letters). • Professional development in technology focuses on technology skills and is limited in content and/or frequency.	• Teachers are skilled in the uses of technology for teaching and learning. • Teachers are using the technology, basic productivity tools and basic Web resources with students. • Teachers are provided with timely, ongoing needs-based professional development opportunities for technology skill development and application of technology in teaching and learning with the time and equipment to be successful. • Professional development opportunities use various modes of delivery and are evaluated for effectiveness and satisfaction.	• Teachers are skilled users of technology to improve teaching, learning, and school management. • Teachers integrate multiple technologies to transform the teaching process by allowing for greater levels of interest, inquiry, analysis, collaboration, creativity, and content production • Teachers have access to professional development "on demand" in a mode suitable to various learning styles. Resources are provided to support professional development. • Professional development opportunities are regularly evaluated, revised with input from participants, and based on a comprehensive technology plan.

- ○ Early Tech
- ○ Developing Tech
- ○ Advanced Tech
- ○ Target Tech

Principal Technology Proficiency and Leadership

Information for this section must be obtained directly from or submitted directly by the school principal.

21. Has the principal completed the LEADTech coursework or is the principal currently enrolled in the LEADTech program?
    - ○ Yes
    - ○ No

22. Does the principal actually encourage teachers to integrate appropriate technologies to maximize learning and teaching?
    - ○ Always
    - ○ Almost Always
    - ○ Sometimes
    - ○ Almost Never
    - ○ Never

23. How does the principal routinely and regularly model/promote effective uses of technology in his/her work? Check all that apply.
    - ☐ Data-driven decisions
    - ☐ Email communication with district
    - ☐ Email communication with parents
    - ☐ Email communication with teachers
    - ☐ PDAs
    - ☐ PowerPoint presentations
    - ☐ Spotlight effective teaching practices
    - ☐ Use technology for recording teacher evaluations
    - ☐ Using student management systems
    - ☐ Web page creation
    - ☐ Word processing (newsletters, memos, reports)

24. How does the principal promote and support effective use of technology for teachers and learning. Check all that apply.

    - ☐ When considering prospective teachers applying for a position at your school, the instructional technology skills of the applicant is one of the considerations.
    - ☐ The principal provides release time for teacher professional development in the area of instructional technology.
    - ☐ When evaluating teaching personnel, a teacher's effective use of instructional technology is one of the assessment factors.
    - ☐ The principal requires teachers on his/her staff to include a technology goal in their professional growth plans.
    - ☐ The principal require teachers on his/her staff to include a technology component in lesson planning.

25. Identify the ways in which the principal addresses his/her professional growth in the area of technology. Check all that apply.

    - ☐ LEADTech
    - ☐ District-provided technology trainings
    - ☐ Regional TLTC-provided trainings
    - ☐ Online Courses
    - ☐ National conferences
    - ☐ University courses

Principal Technology Proficiency and Leadership Rubric

Identify your school's current level of progress in the area of **Principal Technology Proficiency and Leadership**. It is possible that your school may have indicators in more than one of the levels of progress (Early Tech, Developing Tech, Advanced Tech, Target Tech). However, you are to select the one level of progress that best describes your school at this particular point in time.

Early Tech	Developing Tech	Advanced Tech	Target Tech
• The principal demonstrates minimal personal use of technology, but his/her professional practice is not significantly impacted by technology. • The principal acknowledges the benefits of technology in instruction, but lacks the time, access or interest to actively model, support or promote the integration of technology across the school curriculum and the professional growth of his/her teachers in the area of instructional technology.	• The principal models the use of technology in some aspects of his/her daily work as the instructional leader of the school. • The principal expects teachers to use technology for administrative and classroom management tasks. • The principal encourages teachers to advance their knowledge of instructional technology in their professional growth plans.	• The principal models the use of technology in his/her daily work. • The principal has policies, budgets, resources, and incentives for teachers that support the use of technology in teaching, learning, and professional collaboration. • The principal takes an active role in facilitating the professional development of staff related to technology. He/she ensures that training offerings support the school curriculum and rich instructional practices. • The administrator is well-versed in the effective use of technology in student learning. He/she is able to constructively evaluate classroom uses of technology and prescribe modifications.	• Administrator is an excellent role model for the effective use of technology. Administrator uses technology, not only as prescribed through standard procedures and reports, but to interpret and report data in new and creative ways and to communicate with stakeholders. • The principal ensures integration of appropriate technologies to maximize learning and teaching and involves and educates the school community around issues of technology integration • The administrator participates in and often initiates professional collaborations that are enabled and supported through technology. When new technologies are demonstrated to be of value for learning or efficiency, the administrator is an early adopter and effective promoter.

    ○ Early Tech
    ○ Developing Tech
    ○ Advanced Tech
    ○ Target Tech

Classroom Integration and Effective Practices

26. Indicate the frequency with which most or all students in your school use technology for learning in each content area specified below:

Content Area	Daily	Weekly	Monthly	Rarely or Occasionally	Never
Reading	O	O	O	O	O
Writing	O	O	O	O	O
Mathematics	O	O	O	O	O
Science	O	O	O	O	O
Social Studies	O	O	O	O	O
Arts	O	O	O	O	O
PE/Health	O	O	O	O	O
Foreign Language	O	O	O	O	O

27. Indicate the mechanism(s) your school has in place to adopt and promote technology-supported instructional practices school-wide. Check all that apply.

   ☐ A school team (e.g., a school improvement team, school leadership team) establishes yearlong targets for building-wide adoptions of proven solutions (including technology-supported solutions) that promote improved student learning and achievement
   ☐ Teacher technology performance reviews include assessment of effective technology integration
   ☐ Incentives are provided to teachers who adopt proven best practices related to technology (e.g., laptops, conference attendance, stipends)
   ☐ Best practices are entered into the Making Connections website for lesson plans and curricula that is accessible to all teachers
   ☐ Best practices are spotlighted through communication mechanisms (e.g., newsletter, faculty meetings, email)
   ☐ The school has no formal process in place to promote technology-supported instructional practices school-wide. Teacher adopts technology-supported instructional practices based on their own comfort level and interest.

28. Rate the extent to which the following conditions exist in your school.

   1 = Not at all
   2 = Efforts to do this are just beginning
   3 = Efforts have begun and some progress has been made
   4 = Efforts have begun and we have made considerable progress
   5 = This condition has been achieved at our school

School Condition	1	2	3	4	5
Technology is used to promote inclusion of special needs students into mainstream classes and/or curricula	O	O	O	O	O
There is guidance from the school to ensure that the use of technology by teachers across grades and content areas is consistent	O	O	O	O	O
There are policies in place to ensure that all aspects of the student population have access to technology resources to support learning.	O	O	O	O	O

29. Do the teachers in your school utilize web resources for instructional support and activities?

○ Yes
○ No

If yes, select all that apply
☐ School Web Page
☐ District Web Page
☐ Louisiana Department of Education Website
☐ Making Connections Website
☐ On-line libraries/databases
☐ Other Web sites

30. Which of the following devices are <u>routinely used</u> to support classroom instruction?

☐ Assistive/Adaptive Devices
☐ Computer Projection Devices
☐ Digital Still Cameras
☐ Digital Video Cameras
☐ High Definition TV Monitors (digital)
☐ Laser Printers
☐ Laserdisc Players
☐ Personal Digital Assistant (PDA)
☐ Scanners
☐ Smart Boards
☐ Text Editors (Alpha Smarts, Dream Writers, etc.)
☐ TV Monitors (not computer monitors)
☐ TV Production Studios
☐ WebTV Units

Classroom Integration and Effective Practice Rubric

Identify your school's current level of progress in the area of **Classroom Integration and Effective Practice**. It is possible that your school may have indicators in more than one of the levels of progress (Early Tech, Developing Tech, Advanced Tech, Target Tech). However, you are to select the <u>one</u> level of progress that <u>best</u> describes your school at this particular point in time.

Early Tech	Developing Tech	Advanced Tech	Target Tech
• Teacher-directed instruction is the predominant mode of instruction. • When technology is used, students usually work alone with few options for student interaction, cooperative learning, or project-based learning. • Technology is used to supplement or as a reward. • No technology use or integration occurring in the core content areas (mathematics, English/language arts, science, and social studies).	• Teachers attempt to implement student-centered approaches to learning, but often do not allow sufficient time or appropriate technology resources. • Use of technology is minimal in core content areas (mathematics, English/language arts, science, and social studies). • Technology is beginning to be used and applied in ways that support the existing curriculum standards. Applications typically reflect presentations of content or student activities that are similar to those found in the classroom before technology integration.	• Teachers routinely use student-centered approaches to learning that are meaningful, active, cooperative, project-based and that allow student use of appropriate technologies. • Technology is integrated into core content areas (mathematics, English/language arts, science, and social studies). • Technology is integrated into instruction and used for research, planning, multimedia presentations and simulations, and to correspond and communicate. • Technology is used in many ways to support existing instruction and to make that instruction more engaging. Learning is often project-based, but seldom results in products for outside audience	• Teachers routinely use student-centered approaches to learning including constructivist pedagogy (allowing students to create, identify, and construct their own problems, scenarios, or innovative solutions to complex problems), facilitating appropriate student use of technology-based resources. • Technology is integral to all subject areas. • Technology is interwoven into many learning situations. Learning is often multidisciplinary. Students have opportunities to exercise problem-solving skills within classroom context. Learning activities are highly interactive and responsive to student needs.

- ○ Early Tech
- ○ Developing Tech
- ○ Advanced Tech
- ○ Target Tech

Communication and Community Outreach

31. Does your school have a website?
    - ○ Yes
    - ○ No

If so, the website contains regularly updated information including the following (check all that apply):

- ☐ school calendar
- ☐ school address
- ☐ school phone number
- ☐ school fax number
- ☐ administrators' names
- ☐ administrators' email addresses
- ☐ administrators' pictures

☐ a list of faculty members
☐ faculty members' email addresses
☐ links to teachers' web pages
☐ links to sites that would be useful for parents and students

32. The number of teachers who have their own regularly updated webpage linked from the school's webpage. _____

33. The school currently uses and/or provides which of the following? Check all that apply.

☐ an online infrastructure such as Blackboard
☐ CVC or IP infrastructure for video conferencing
☐ training available for interested community members
☐ community access to technology after hours

34. The number of teachers in your school who routinely use Internet email for professional endeavors: _____

35. The number of students who use Internet email at school as part of the learning experience: _____

36. The number of teachers in your school who have Internet access at their homes. _____

37. The number of students in your school who have Internet access at their homes. _____

38. Students who do not have access to technology in their homes can gain access through:

☐ After school open labs
☐ Community centers
☐ Libraries
☐ Other

Communication and Community Outreach Rubric

Identify your school's current level of progress in the area of **Communication and Community Outreach**. It is possible that your school may have indicators in more than one of the levels of progress (Early Tech, Developing Tech, Advanced Tech, Target Tech). However, you are to select the one level of progress that best describes your school at this particular point in time.

Early Tech	Developing Tech	Advanced Tech	Target Tech
• Communication with parents and outreach to other educational stakeholders is mostly limited to written or phone communications. • Advanced technologies have very little impact on current school communications.	• Communication and outreach extends beyond traditional communication (written and phone) to include a regularly updated school web page and some use of email communications.	• Communication and outreach includes extensive use of technologies such as email, as well as the availability of up-to-date and extensive web information delivered via school and/or classroom web pages.	• Communication and outreach includes extensive use of email, school and classroom web pages, and online learning communities.

○ Early Tech
○ Developing Tech
○ Advanced Tech

○ Target Tech

39. Does your school have a stand-alone technology plan?
    ○ Yes
    ○ No

    If yes,
    a. Is your school plan aligned to the district plan?
       ○ Yes
       ○ No

    b. Is your school plan aligned with and incorporated into your school improvement plan and improvement strategies?
       ○ Yes
       ○ No

    c. Does your plan address curriculum integration needs and strategies?
       ○ Yes
       ○ No

    d. What was the year of the last revision of your school plan? ____

40. Which funding sources does your school use to make technology purchases (hardware, software, technology professional development, technology support)? Check all that apply.

    ☐ District line item budget
    ☐ Title I funds
    ☐ Site-based line item
    ☐ Grants
    ☐ Parent Supporters
    ☐ State Funds
    ☐ Community Partners
    ☐ Fund Raisers
    ☐ Special Education
    ☐ Private donations
    ☐ Other

41. On the average, what annual dollar amount of your *school-based funds** are used to support instructional technology purchases (i.e. what is your average annual expenditure for technology-related purchases)?

    ○ Less than $1000 per year
    ○ $1,000 - $9,999 per year
    ○ $10,000 - $24,999 per year
    ○ Over $25,000 per year

    *School-based funds are those funds generated by the school, locally generated specifically for the school, or awarded directly to the school. (i.e., PTO funds, school fundraisers, locally generated funds specifically for the school, or state award funds you choose to earmark for technology. This does not include district, state, or federal funds that flow to the school).

Planning and Funding Rubric

Identify your school's current level of progress in the area of **Planning and Funding**. It is possible that your school may have indicators in more than one of the levels of progress (Early Tech, Developing Tech, Advanced Tech, Target Tech). However, you are to select the one level of progress that best describes your school at this particular point in time.

Early Tech	Developing Tech	Advanced Tech	Target Tech
• No campus technology plan or a plan that is not implemented. • School technology used mainly for administrative tasks such as word processing, budgeting, attendance, and grade books • No school budget for hardware and software purchases and professional development.	• School technology plan aligns with District Technology plan and is used for internal planning, budgeting, and applying for external funding. • Some dollars in the school budget for hardware and software purchases, professional development, and minimal staffing support.	• A collaboratively developed school technology plan aligns with District Technology plan and is used for internal planning, budgeting, and applying for external funding. Plan is regularly updated and addresses La K-12 Technology Standards for Students. • Appropriate dollars allotted in school budget for hardware and software purchases, professional development, adequate staffing support, and ongoing costs.	• A collaboratively developed school technology plan aligns with District Technology plan and is used for internal planning, budgeting, and applying for external funding. Plan is updated at least annually and addresses La K-12 Technology Standards for Students. Plan is focused on student success; based on needs, research, proven teaching and learning principles. • Campus budget for hardware and software purchases, sufficient staffing support, costs for professional development, incentives for professional development, facilities, and other ongoing costs.

- ○ Early Tech
- ○ Developing Tech
- ○ Advanced Tech
- ○ Target Tech

District Technology Survey and Evaluation Report

DISTRICT DEMOGRAPHIC DATA AND CONTACT INFORMATION

Name of person completing this survey: _____

Email of person completing this survey: _____

District/Diocese/State School Name: _____

NCES #: _____

Telephone Number: _____

Fax Number: _____

District's Website: _____

Superintendent: _____

Superintendent's Email: _____

District Technology Coordinator: _____

District Technology Coordinator's Email: _____

1. Number of teachers: ___##___ (use number submitted to LDE on the October 2002 Annual School Report)

2. Number of students: ___##___ (use number submitted to LDE on the October 2002 Annual School Report)

3. What percentage of your district's student body is participating in the Federal Free or Reduced Lunch Program?
   - ○ 0 – 25%
   - ○ 26% - 50%
   - ○ 51% - 75%
   - ○ 76% - 100%

INFRASTRUCTURE AND TECHNICAL SUPPORT

DISTRICT SCHOOL SNAPSHOT
Data Compiled from School Evaluation Surveys and Reports

Number of Schools in District	##
Number of Schools with Internet Access	##
Number of Instructional Rooms in District	##
Number of Instructional Rooms in District with Internet Access	##
Number of Model Classrooms in District	##
Number of Computers Connected to Internet	##
Number of Computers NOT Connected to Internet	##

Computers and Connectivity

4. What type of connection does the district have to the internet? Check all that apply.
   - ☐ Cable
   - ☐ ISDN
   - ☐ T1
   - ☐ T3
   - ☐ Satellite
   - ☐ Wireless Tower

5. What is the bandwidth connection of the schools to the internet? Check all that apply.
   - ☐ Cable
   - ☐ ISDN
   - ☐ T1
   - ☐ T3
   - ☐ Satellite
   - ☐ Wireless Tower

Support

6. Does your district have one or more district-based personnel assigned as technology instructional facilitators to assist/train teachers with technology integration?

   - ○ Yes
   - ○ No

   If yes, how many individuals serve the district in this capacity? ___

   Is (are) the district-based technology instructional facilitator(s)
   - ☐ Full-time (salaried)
   - ☐ Part-time (salaried; half-day or less)
   - ☐ Part-time (stipend; extra duties on top of regular, full-time position)
   - ☐ Volunteer

7. Does your district have one or more district-based personnel assigned as technical support for maintenance and/or support of hardware and software in schools?

   - ○ Yes
   - ○ No

   If yes, how many individuals serve the district in this capacity? ___

   Is (are) the district-based technology technical support person(s)
   - ☐ Full-time (salaried)
   - ☐ Part-time (salaried; half-day or less)
   - ☐ Part-time (stipend; extra duties on top of regular, full-time position)
   - ☐ Volunteer

8. Does your district have one or more district-based personnel assigned as the network support person for network maintenance?

   - ○ Yes
   - ○ No

If yes, how many individuals serve the district in this capacity? ___

Is (are) the district-based technology network support person(s)
- ☐ Full-time (salaried)
- ☐ Part-time (salaried; half-day or less)
- ☐ Part-time (stipend; extra duties on top of regular, full-time position)
- ☐ Volunteer

STUDENT LEARNING

DISTRICT SCHOOL SNAPSHOT Data Compiled from School Evaluation Surveys and Reports	
Number of Students in District	##
Number of Student Enrollments in Secondary Computer Education Courses	##
Number of Students Enrolled in Electronically Delivered Courses via Distance Learning	##
Number of Schools in which ALL Students are able to work from a networked computer (as defined in school survey)	##

Student Technology Literacy

9. Identify Assessment Instrument and/or Method Used to Determine Student Technology Literacy (i.e. indicator that speaks to the number of students who by the end of 8th grade meet the Louisiana K-12 Educational Technology Standards):

   - ○ Online Student Self-Assessment Survey (developed by SEDL; provided to districts by LDE)
   - ○ Performance-based Assessment (developed by SEDL; provided to districts by LDE)
   - ○ Other (describe in detail)

10. Total Number of 8th Graders in District (use number submitted to LDE on the October 2002 Annual School Report): _____

11. Number of 2003-2004 8th Graders Assessed: _____

12. Number of 2003-2004 8th Graders who meet the Student Technology Literacy Standard: _____

Distance Learning

13. Does your district provide any district-delivered distance learning courses to students?
    - ○ Yes
    - ○ No

If yes, how many courses? _____
If yes, how many students are enrolled? _____
If yes, what method of delivery?
       ☐ Internet
       ☐ IP conferencing
       ☐ CVC conferencing

EDUCATOR TECHNOLOGY PROFICIENCY AND PRACTICE

DISTRICT SCHOOL SNAPSHOT Data Compiled from School Evaluation Surveys and Reports	
Number of Teachers in District	##
Number of Teachers who have completed Louisiana INTECH training (K-6 or 7-12)	##
Number of Teachers who have completed INTECH 2 Science or INTECH 2 Social Studies	##
Number of Teachers who have completed Making Connections training	##
Number of Teachers with Educational Technology Facilitation Certification (from Teacher Certification database)	##
Number of Teachers with Educational Technology Facilitation Certification (from Teacher Certification database)	##

Teacher Technology Proficiency

14. Identify Assessment Instrument and/or Method Used to Determine Teacher Technology Proficiency (i.e. indicator that speaks to the number of teachers who meet the National Educational Technology Standards for Teachers):

    ○ Online Student Self-Assessment Survey (developed by SEDL; provided to districts by LDE)
    ○ Performance-based Assessment (developed by SEDL; provided to districts by LDE)
    ○ Other (describe in detail)

15. Number of Teachers Assessed

_____

16. Number of Teachers who meet the Teacher Technology Standard as "qualified to use technology with instruction"

_____

17. Prior to employment, are prospective teachers' skills in instructional technology a consideration in the hiring process (i.e. are applicants asked for information regarding their proficiencies and/or training in the area of instructional technology)?
   - ○ Yes
   - ○ No

District-Provided Professional Development

18. What opportunities did your DISTRICT provide for professional development in instructional technology during the 2002-2003 school year? Include only those opportunities that were provided and delivered by the district (e.g., do NOT include trainings provided at the Regional TLTC or at LCET). Check all that apply.

   Program Specific
   - ☐ Louisiana INTECH (K-6 or 7-12)
   - ☐ INTECH 2 Science or INTECH 2 Social Studies
   - ☐ Making Connections Training
   - ☐ K-12 Online Database Training (GALE and World Book)
   - ☐ FIRSTTech
   - ☐ Technology Productivity Training Sessions (e.g., Word, Electronic Grade books, PowerPoint, etc)

   Types or Kinds of Professional Development
   - ☐ Online Professional Development
   - ☐ After School Workshops
   - ☐ Saturday Workshops
   - ☐ Peer to Peer Observations and Visitations to Other Schools and/or Classrooms
   - ☐ Instructional Facilitators Modeling of Lessons in Classrooms
   - ☐ Professional Conferences
   - ☐ Web-Based, CD, or Video Tutorials
   - ☐ University Courses
   - ☐ Summer Institutes

19. What opportunities did your DISTRICT support for professional development in instructional technology during the 2002-2003 school year? Include those opportunities that were delivered by an entity outside the district, but that district support was provided to promote attendance and participation by district personnel (e.g., include training attended by district educators at LCET or the Regional TLTC)

   Program Specific
   - ☐ Louisiana INTECH (K-6 or 7-12)
   - ☐ INTECH 2 Science or INTECH 2 Social Studies
   - ☐ LEADTech
   - ☐ Making Connections Training
   - ☐ K-12 Online Database Training (GALE and World Book)
   - ☐ FIRSTTech
   - ☐ Technology Productivity Training Sessions (e.g., Word, Electronic Grade books, PowerPoint, etc)
   - ☐ LACUE
   - ☐ NECC

20. Does your district allow release time to teachers for technology training (i.e. are teachers in your district allowed to participate in approved technology professional development during the school day)?
    - ○ Yes
    - ○ No

ADMINISTRATOR TECHNOLOGY PROFICIENCY AND LEADERSHIP

DISTRICT SCHOOL SNAPSHOT Data Compiled from School Evaluation Surveys and Reports	
Number of Principals in District who have completed LEADTech	##
Number of Principals who require teachers to include a technology goal in their professional growth plans	##
Number of Principals who require teachers to include a technology component in lesson planning	##
Number of Principals who assess/evaluate technology-integration in classroom instruction	##

21. Has the district superintendent completed LEADTech (or is currently enrolled in LEADTech)?
    - ○ Yes
    - ○ No

22. Have other district-level (central office) personnel completed LEADTech?
    - ○ Yes
    - ○ No

    If yes, how many? _____

23. Does the district assess administrators' technology proficiencies, as defined in the National Educational Technology Standards for School Administrators? (Administrators would include
    _____)
    - ○ Yes
    - ○ No

    If yes, what instrument or method is used to determine if an administrator demonstrates proficiency?
    - ○ Online self-assessment survey
    - ○ Other (describe in detail)

24. Number of Administrators in District _____

25. Number of Administrators Assessed _____

26. Number of Administrators identified as technology proficient _____

CLASSROOM INTEGRATION AND EFFECTIVE PRACTICE

27. Indicate the mechanism(s) your district has in place to adopt and promote technology-supported instructional practices district-wide. Check all that apply.

   ☐ A district leadership team establishes yearlong targets for district-wide adoptions of proven solutions (including technology-supported solutions) that promote school improvement
   ☐ District-mandated teacher performance reviews include assessment of effective technology integration
   ☐ District incentives are provided to teachers who adopt proven best practices related to technology (e.g., laptops, conference attendance, stipends)
   ☐ Best practices are entered into the Making Connections website for lesson plans and curricula that is accessible to all teachers
   ☐ Best practices are spotlighted through communication mechanisms (e.g., newsletter, faculty meetings, email)
   ☐ The district has no formal process in place to promote technology-supported instructional practices school-wide. Schools and teachers adopt technology-supported instructional practices based on their own comfort level and interest.

28. Rate the extent to which the following conditions exist in your district.

   1 = Not at all
   2 = Efforts to do this are just beginning
   3 = Efforts have begun and some progress has been made
   4 = Efforts have begun and we have made considerable progress
   5 = This condition has been achieved at our school

School Condition	1	2	3	4	5
Technology is used to promote inclusion of special needs students into mainstream classes and/or curricula					
There is guidance from the district to ensure that the use of technology by teachers across all schools, grades and content areas is consistent					
There are district policies in place to ensure that all aspects of the student population have access to technology resources to support learning.					

COMMUNICATION AND COMMUNITY OUTREACH

DISTRICT SCHOOL SNAPSHOT Data Compiled from School Evaluation Surveys and Reports	
Number of Schools in District with School Website	##
Number of Teachers with Classroom or Subject Websites	##
Number of Teachers with Internet Access at Home	##
Number of Students with Internet Access at Home	##

29. To whom does the district provide internet email accounts? Check all that apply.

Administrators
☐ All district and building administrators
☐ No administrators
☐ Some district and building administrators
Explain:

Teachers
☐ All teachers
☐ No teachers
☐ Some teachers
Explain:

Students
☐ All students
☐ No students
☐ Some students
Explain:

30. Does the district have a regularly updated district website?
○ Yes
○ No

If yes, does the district website provide equal access to special needs users?
○ Yes
○ No

31. Does the district have and support a district-based online learning infrastructure (e.g., Blackboard, WebCT)?
○ Yes
○ No

32. Does the district have and maintain a CVC or IP videoconferencing infrastructure?
○ Yes
○ No

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DISTRICT SCHOOL SNAPSHOT
Data Compiled from School Evaluation Surveys and Reports

Number of Schools in District with Stand-alone technology plan	##
Number of Schools spending less than $1000 per year on instructional technology	##
Number of Schools spending between $1,000 - $9,999 per year on instructional technology	##
Number of Schools spending between $10,000 - $24,999 per year on instructional technology	##
Number of Schools spending over $25,000 per year on instructional technology	##

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E-Rate Funding

33. Did the district apply for e-rate funding during the 2002-2003 school year?
    ○ Yes
    ○ No

34. If yes, what is the dollar value of the discount in the 2002-2003 school year?_____

District Technology Spending

35. Indicate the amounts budged for instructional and administrative technology in your DISTRICT technology budget for the 2002-2003 school year. Use NA for items that are not in your budget. The district technology budget can include items that are funded from local sources as well as sources outside of the district (e.g., 8(g) grants, state funds, federal funds).

Computer Hardware/Peripherals	
Software	
Professional Development	
Telecommunications (internet, long distance, etc)	
Networks	
Distance Learning	
Service/support	
Other	
TOTAL	

36. Does your district have a plan for computer replacement and is that plan reflected in long-term district budget planning?
    ○ Yes
    ○ No

PERFORMANCE INDICATORS AND TARGETS FOR TECHNOLOGY IMPROVEMENT GRANTS
AND
EETT COMPETITIVE GRANTS

Technology Improvement Grant

37. For each performance indicator and target, give a status report (as of June 30, 2003) detailing where you are in meeting or exceeding your target. If you did not achieve your target, provide a brief explanation on why your target wasn't met or why data was not available.

Performance Indicator	Performance Target	Target status (as of June 30, 2003)	Explanation
**	**		
**	**		
**	**		

…

EETT Competitive Grant 1 (if applicable)

38. For each performance indicator and target, give a status report (as of June 30, 2003) detailing where you are in meeting or exceeding your target. If you did not achieve your target, provide a brief explanation on why your target wasn't met or why data was not available.

Performance Indicator	Performance Target	Target status (as of June 30, 2003)	Explanation
**	**		
**	**		
**	**		

…

EETT Competitive Grant 2 (if applicable)

39. For each performance indicator and target, give a status report (as of June 30, 2003) detailing where you are in meeting or exceeding your target. If you did not achieve your target, provide a brief explanation on why your target wasn't met or why data was not available.

Performance Indicator	Performance Target	Target status (as of June 30, 2003)	Explanation
**	**		
**	**		
**	**		

…

Appendix F
Teacher Proficiency Reported by District

Total # of Teachers Qualified to use Technology in Instruction	Total # of Teachers Assessed	Percentage Qualified	District Name
11	53	21%	Acadia Parish
120	363	33%	Allen Parish
59	95	62%	Ascension Parish
4	10	40%	Assumption Parish
131	433	30%	Avoyelles Parish
96	450	21%	Beauregard Parish
153	1291	12%	Bienville Parish
212	212	100%	Bossier Parish
127	344	37%	Caddo Parish
1091	2385	46%	Calcasieu Parish
0	146	0%	Caldwell Parish
7	160	4%	Cameron Parish
9	31	29%	Catahoula Parish
5	18	28%	Claiborne Parish
93	297	31%	Concordia Parish
15	30	50%	DeSoto Parish
97	221	44%	East Baton Rouge Parish
60	143	42%	East Carroll Parish
21	61	34%	East Feliciana Parish
122	446	27%	Evangeline Parish
69	313	22%	Franklin Parish
33	40	83%	Grant Parish
647	1015	64%	Iberia Parish
177	372	48%	Iberville Parish
0	188	0%	Jackson Parish
841	3585	23%	Jefferson Parish
103	430	24%	Jefferson Davis Parish
714	714	100%	Lafayette Parish
455	1305	35%	Lafourche Parish
57	189	30%	LaSalle Parish
16	560	3%	Lincoln Parish
401	1192	34%	Livingston Parish
67	182	37%	Madison Parish
4	29	14%	Morehouse Parish
72	345	21%	Natchitoches Parish
129	215	60%	Orleans Parish
203	1365	15%	Ouachita Parish
325	386	84%	Plaquemines Parish

Total # of Teachers Qualified to use Technology in Instruction	Total # of Teachers Assessed	Percentage Qualified	District Name
56	241	23%	Pointe Coupee Parish
742	1649	45%	Rapides Parish
25	39	64%	Red River Parish
57	281	20%	Richland Parish
96	273	35%	Sabine Parish
21	60	35%	St. Bernard Parish
240	795	30%	St. Charles Parish
21	109	19%	St. Helena Parish
0	299	0%	St. James Parish
12	28	43%	St. John the Baptist Parish
186	816	23%	St. Landry Parish
202	628	32%	St. Martin Parish
110	428	26%	St. Mary Parish
97	204	48%	St. Tammany Parish
87	181	48%	Tangipahoa Parish
15	77	19%	Tensas Parish
434	863	50%	Terrebonne Parish
7	29	24%	Union Parish
252	667	38%	Vermilion Parish
256	457	56%	Vernon Parish
13	39	33%	Washington Parish
46	50	92%	Webster Parish
11	49	22%	West Baton Rouge Parish
0	182	0%	West Carroll Parish
13	28	46%	West Feliciana Parish
50	206	24%	Winn Parish
179	785	23%	Monroe City
5	17	29%	Bogalusa City

Districts reporting data utilizing Piloted Self-Assessment project and/ors participation in Intech or other professional development.

School/System Survey 2002-03 Summations					
Publics	**Count**	**Answer**			
			Responded	Actual	
Question Text			**1491**	**1503**	
Number of Teachers:	66	54165			
Number of Students:	66	733734	138041	5.32	ratio of students per internet computers
Number of Administrators:	66	2828	177858	4.13	ratio of students per all computers
1. How many computers* in the school are connected to the Internet?	66	**146546**		147618	Total Cross-Check Computers in schools with Internet
a. How many of these are in a library media center?	66	11020		188461	Total Computers in Schools
b. How many of these are in a computer lab setting?	66	46739		94.37%	Percentage of Computers with Student Access
c. How many of these are in a mobile lab (computers that are moved from one room to another)?	66	4619			
d. How many of these are predominantly administrative?	66	9577		40843	Total Cross-Check Computers in schools without Internet
e. How many of these are in classrooms (non-lab setting)?	66	75663		138041	Total Computers with Student Access Internet
2. How many computers in the school are NOT connected to the Internet?	66	**40598**		177858	Total Computers with Student Access ALL
a. How many of these are in a library media center?	66	1137		77.61%	Percent of Computers with Internet Student Access
b. How many of these are in a computer lab setting?	66	8305		39817	Computers with student access No Internet
c. How many of these are in a mobile lab?	66	709			
d. How many of these are predominantly administrative?	66	1026		10151	Computers not in classroom No Internet
e. How many of these are in classrooms (non-lab setting)?	66	**29666**		30692	Total Cross-Check No Internet in Classroom
3. Which of the following devices are available for use by students and/or teachers in your school? Check all that apply:	11	13			
4. Does your school have Internet Access?	66	1455	1491	97.59%	Percent of schools with internet access based on 1491 public schools responding
Number of Rooms Designated as:					
5a. Classrooms	66	45586			
5b. Library/Media Centers	66	1500			
5c. Computer Labs	66	2364			

School/System Survey 2002-03 Summations					
Publics	**Count**	**Answer**			
5d. Total Instructional Rooms (5a + 5b + 5c = 5d)	66	**49074**		49450	**Total Cross-Check Total Instructional Rooms**
5e. Administrative Rooms/Offices	66	7551			
6a. Classrooms - containing 1 computer with internet connection	66	20145			
6b. Classrooms - containing 2-3 computers with internet connections	66	12174			
6c. Classrooms - containing 4 or more computers with internet connections	66	5681		17855	**Rooms with 2 or more Internet Computers**
6d. Library/Media Centers - Number of library/media centers with 1 or more computers connected to the internet	66	1549	49450	84.76%	**Percent of Instructional Rooms with Internet Computer**
6e. Computer Labs - Number of computer labs with 1 or more computers connected to the internet	66	2363			
6f. Total instructional rooms with internet connections (6a + 6b + 6c + 6d + 6e = 6f)	66	**41748**		41912	**Total Cross-Check Total Instructional Rooms with Internet**
6g. Administrative Rooms/Offices - Number of administrative rooms/offices with internet connections	66	7234			
7. Number of model classrooms:	66	2017			
8. Does your school have a school-based facilitator to assist teachers with technology integration?	66	866	1491	58.08%	**Percentage of Schools with Facilitator**
If yes, this position is	60	861			
9. Does your school have a school-based technical support person for maintenance and/or support of hardware and software?	66	856	1491	57.41%	**Percentage of Schools with Maintenance Support % = X/1491**
If yes, this position is	60	859			
10. Is your school-based instructional technology facilitator the same person as the school-based technical support person?	66	582	1491	39.03%	**Percent of schools with Maintenance & Support same person % = X/1491**
11. Are students in your school enrolled in any distance learning courses delivered electronically?	66	129	1491	8.65%	**Percent of Schools using Distance Learning**
Louisiana Virtual School (classes offered via the Internet through the Statewide Distance Learning Network administered by the Louisiana Department of Education)	66	997			
8(g) satellite courses (classes conducted on television and delivered via satellite through the Statewide Distance Learning Network administered by the Louisiana Department of Education)	66	369			

School/System Survey 2002-03 Summations					
Publics	**Count**	**Answer**			
8(g) audio graphic courses (classes conducted using the computer and telephone through the Statewide Distance Learning Network administered by the Louisiana Department of Education)	66	239			
Interactive Video, compressed or IP-based (classes delivered using "real-time," interactive audio-video approach)	66	843			
Other	66	1261			
12. Are the students in your school enrolled in any of the Secondary Computer Education Courses (as identified in Bulletin 741)?	66	267	1491	17.91%	
13. Students can use technology to support learning in a variety of ways. In the chart below, identify the approximate frequency of a particular use by most of the students in your school. If technology in your school is not used in the manner described, then indicate "Never".					
a. Communicate electronically with experts, peers, and others	66	1475			
b. Solve real-world problems	66	1473			
c. Productivity Tools (Word processing, spreadsheets, databases)	66	1474			
d. Multimedia/Production (multimedia programs, concept mapping software, graphing software, etc.)	66	1477			
e. Conduct online research	66	1472			
f. To assist in problem-solving, self-directed learning, and extended learning activities.	66	1470			
g. Work on online collaborative projects	66	1469			
h. Use digital cameras, probes to collect data, scanners, etc. to enhance learning	66	1475			
i. Simulations, virtual tours, etc.	66	1472			
j. Computer-assisted learning (CCC, Compass, Plato, Skills Tutor, Orchard, LightSpan, etc.)	66	1474			
14. How does your school integrate the Louisiana K-12 Educational Technology Standards into the learning experiences of the students and school curricula? Check all that apply.	37	104			
15. During the 2002-2003 school year, did ALL students in your school have access to a networked computer and were ALL students in your school regularly given the opportunity to do meaningful work from these networked computers, beyond use for drill and	66	535	1491	35.88%	**Percent of Schools Where ALL students had access to Internet Computer**

School/System Survey 2002-03 Summations					
Publics	**Count**	**Answer**			
practice?					
If no, provide an approximate percentage of your students, who during the 2002-2003 school year, had access to a networked computer for learning and research and who were given the opportunity to do meaningful work from these networked computers:	64	993			
16. What types of strategies does your school implement to build teacher technology competency and to assure that all teachers in your school can achieve the National Educational Technology Standards for Teachers? Check all that apply.	20	44			
17. Teachers can utilize technology to support instructional practices and their professional growth and performance in a variety of ways. In the chart below, identify the approximate proportion of your teachers that use technology in the manner that is described.					
a. Teachers use technology to provide technology-rich learning experiences for students (e.g., student online research, student online collaborative projects, students engaged in authentic, technology-based work)	66	1475			
b. Teachers use technology to provide students with non-traditional forms of student assessment (e.g., multimedia projects, websites, electronic portfolios)	66	1475			
c. Teachers collaborate with other educators online	66	1477			
d. Teachers participate in online courses	66	1473	1491	98.79%	Percentage of Schools whose Teachers participate in Distance Learning
e. Teachers maintain electronic professional portfolio	66	1474			
f. Teachers use technology to enhance his/her own productivity (e.g., managing grades, communicating with parents)	66	1479			
18. Indicate the number of teachers in your school who have successfully completed each of the following statewide technology professional development programs:					
a. FIRSTTech	66	1192	54165	2.20%	Percentage of teachers trained

School/System Survey 2002-03 Summations					
Publics	**Count**	**Answer**			
b. Louisiana INTECH K-6	66	7529	54165	13.90%	**Percentage of teachers trained**
c. Louisiana INTECH 7-12	66	3502	54165	6.47%	**Percentage of teachers trained**
d. INTECH 2 Science	66	702	54165	1.30%	**Percentage of teachers trained**
e. INTECH 2 Social Studies	66	386	54165	0.71%	**Percentage of teachers trained**
f. Making Connections	66	2667	54165	4.92%	**Percentage of teachers trained**
g. Marco Polo Training	66	2485	54165	4.59%	**Percentage of teachers trained**
h. K-12 Online Database Resources Training (WorldBook and/or GALE)	66	3899	54165	7.20%	**Percentage of teachers trained**
i. State-sponsored Online Professional Development	66	1301	54165	2.40%	**Number of teachers who completed statewide technology professional development programs.**
19. Which of the following types of technology training opportunities does your school currently provide? Check all that apply.	55	348	54165	23663	**Number of teachers who completed statewide technology professional development programs.**
20. Which of the following professional development opportunities does your school need? Check all that apply.	25	40			
21. Has the principal completed the LEADTech coursework or is the principal currently enrolled in the LEADTech program?	66	574	1491	38.50%	**Percent of schools where the principal has completed or is enrolled in the LEADTech program.**
22. Does the principal actively encourage teachers to integrate appropriate technologies to maximize learning and teaching?	66	1475			
23. How does the principal routinely and regularly model/promote effective uses of technology in his/her work? Check all that apply.	35	77			
24. How does the principal promote and support effective use of technology for teaching and learning. Check all that apply.	53	156			
Schools where principals consider technology skills of prospective teachers	66	1072	1491	71.90%	**Percent of schools where principals consider technology skills of prospective teachers**
25. Identify the ways in which the principal addresses his/her professional growth in the area of technology. Check all that apply.	64	438			
26. Indicate the frequency with which most or all students in your school use technology for learning in each content area specified below:					
a. Reading	66	1479			
b. Writing	66	1479			
c. Mathematics	66	1473			
d. Science	66	1475			

School/System Survey 2002-03 Summations					
Publics	**Count**	**Answer**			
e. Social Studies	66	1473			
f. Arts	66	1457			
g. PE/Health	66	1468			
h. Foreign Language	66	1447			
27. Indicate the mechanism(s) your school has in place to adopt and promote technology-supported instructional practices school-wide. Count of Option 5	63	675	1491	54.73%	**Percent of schools that promote technology-supported instructional practices school-wide.*****
28. Rate the extent to which the following conditions exist in your school.					**Data for internal use by schools**
29. Do the teachers in your school utilize web resources for instructional support and activities?	66	1409	1491	94.50%	**Percent of schools where teachers utilize web resources for instructional support and activities.**
30. Which of the following devices are routinely used to support classroom integration	43	103			
31. Does your school provide phones in the classroom?	66	208			
32. Does your school have a website?	66	1058	1491	70.96%	**Schools with website**
a. Is the school's website linked to the district site?	66	984	1491	66.00%	**Schools with website linked to District Site**
b. Which of the following items are included and regularly updated on the schools website? (Check all that apply):	8	10			
33. The number of teachers who have their own regularly updated webpage linked from the school's webpage.	66	2954	54165	5.45%	**Percent of Teachers who maintain webpage**
34. The school currently uses and/or provides which of the following? (Check all that apply):	60	374			
35. The number of teachers in your school who routinely use e-mail for professional endeavors:	66	28069	54165	51.82%	**Percent of Teachers using E-Mail as part of Professional Endeavors**
36. The number of students who use e-mail at school as part of the learning experience	66	40699	733734	5.55%	**Percent of Students using E-Mail as part of Learning Experience**
37. The number of teachers in your school who have internet access at their homes.	66	37325	54165	68.91%	**Percent of Teachers having Internet Access at home**
38. The number of students in your school who have internet access at their homes.	66	300795	733734	41.00%	**Percent of Students having Internet Access at home**
39. Students who do not have access to technology in their homes can gain access through: (Check all that apply)	62	544			
40. Does your school have a stand-alone technology plan?	66	999	1491	67.00%	**Percent of Schools having Technology Plan**

School/System Survey 2002-03 Summations					
Publics	**Count**	**Answer**			
a. Is your school plan aligned to the district plan?	66	977			
b. Is your school plan aligned with and incorporated into your school improvement plan and improvement strategies?	66	931			
c. Does your plan address curriculum integration needs and strategies?	66	910	1491	61.03%	**Percent of schools with Technology Plans that address curriculum integration needs and strategies.**
d. What was the year of your last revision of your school plan?	66	209	1491	14.02%	**Number of schools that revised Technology Plan in 2001 or later**
If no, is there a component of your school improvement plan that can be identified as a plan for instructional technology in your school?	66	550			
41. Which funding sources does your school use to make technology purchases (hardware, software, technology professional development, technology support)? Check all that apply.	22	68			
42. On the average, what annual dollar amount of your school-based funds* are used to support instructional technology purchases (i.e. what is your average annual expenditure for technology-related purchases)?	66	1476			
a. Technology is used to promote inclusion of special needs students into mainstream classes and/or curricula.	66	1464			
b. There is guidance from the school to ensure that the use of technology by teachers across grades and content areas is consistent.	66	1468			
c. There are policies in place to ensure that all aspects of the student population have access to technology resources to support learning.	66	1471			
Computer Technology Applications	66	7458			
Computer/Technology Literacy	66	12097			
Computer Science I or II	66	4653			
Computer Architecture	66	1462			
Computer Systems and Networking I or II	66	577			
Digital Graphics and Animation	66	857			
Desktop Publishing	66	2029			
Multimedia Productions	66	898			
Web Mastering	66	1259			
Independent Study in Technology Applications	66	110			

School/System Survey 2002-03 Summations					
Publics	**Count**	**Answer**			
Select the one level of progress that best describes your school Infrastructure and Technology.	1480	14	1491	0.94%	Percent of schools where <u>Infrastructure and Technology Support</u> has reached the Target Tech Level.
Select the one level of progress that best describes your school. Classroom Integration of Technology and Effective Practice	1479	11	1491	0.74%	Percent of schools where <u>Classroom Integration of Technology and Effective Practice</u> has reached the Target Tech Level.
Select the one level of progress that best describes your school. Communication and Community Outreach	1481	4	1491	0.27%	Percent of schools where <u>Communication and Community Outreach</u> has reached the Target Tech Level.
Select the one level of progress that best describes your school. Student Learning	1482	10	1491	0.67%	Percent of schools where <u>Student Learning</u> has reached the Target Tech Level
Select the one level of progress that best describes your school. Teacher Technology Proficiency and Practice	1479	7	1491	0.47%	Percent of schools where <u>Teacher Technology Proficiency and Practice</u> has reached the Target Tech Level.
Select the one level of progress that best describes your school. Principal Technology Proficiency and Leadership	1479	37	1491	2.48%	Percent of schools where <u>Principal Technology Proficiency and Leadership</u> has reached the Target Tech Level.
Data extracted from System Survey					
Number of Eighth Grade Students:	66	59738			
Does your system have one or more system-level (central office) personnel assigned as technology instructional facilitators to assist/train teachers with technology integration?	66	61	**66**	92.42%	Percent of schools where one or more system-level (central office) personnel assigned as technology instructional facilitators to assist/train teachers with technology integration
Does your system have one or more system-level (central office) personnel assigned as technical support for maintenance and/or support of hardware and software in schools?	66	55	**66**	83.33%	Percent of schools where one or more system-level (central office) personnel assigned as technical support for maintenance and/or support of hardware and software in schools

Data Item Results for
Louisiana School/System Technology Surveys 2002-2003
- Nonpublic Schools

School/System Survey 2002-03 Summations	Count	Answer			
Nonpublics					
			Responded	Actual	
Question Text			**250**	**434**	
Number of Teachers:	190	10933			
Number of Students:	190	137518	20197	6.81	ratio of students per internet computers
Number of Administrators:	190	563	23207	5.93	ratio of students per all computers
1. How many computers* in the school are connected to the Internet?	190	**22463**		**22660**	Total Cross-Check Computers in schools with Internet
a. How many of these are in a library media center?	190	1789		25846	Total Computers in Schools
b. How many of these are in a computer lab setting?	190	7730		89.79%	Percentage of Computers with Student Access
c. How many of these are in a mobile lab (computers that are moved from one room to another)?	190	1185			
d. How many of these are predominantly administrative?	190	2463		**3186**	Total Cross-Check Computers in schools without Internet
e. How many of these are in classrooms (non-lab setting)?	190	9493		20197	Total Computers with Student Access Internet
2. How many computers in the school are NOT connected to the Internet?	190	**3111**		23207	Total Computers with Student Access ALL
a. How many of these are in a library media center?	190	165		87.03%	Percent of Computers with Internet Student Access
b. How many of these are in a computer lab setting?	190	785		3010	Computers with student access No Internet
c. How many of these are in a mobile lab?	190	50			
d. How many of these are predominantly administrative?	190	176		1000	Computers not in classroom No Internet
e. How many of these are in classrooms (non-lab setting)?	190	**2010**		**2111**	Total Cross-Check No Internet in Classroom
4. Does your school have Internet Access?	190	228	250	91.20%	Percent of schools with internet access based on 250 public schools responding
5a. Classrooms	190	5681			
5b. Library/Media Centers	190	273			
5c. Computer Labs	190	355			
5d. Total Instructional Rooms (5a + 5b + 5c = 5d)	190	6273		6309	Total Cross-Check Total Instructional Rooms

School/System Survey 2002-03 Summations					
Nonpublics	**Count**	**Answer**			
5e. Administrative Rooms/Offices	190	1915			
6a. Classrooms - containing 1 computer with internet connection	190	2639			
6b. Classrooms - containing 2-3 computers with internet connections	190	1326			
6c. Classrooms - containing 4 or more computers with internet connections	190	608		1934	**Rooms with 2 or more Internet Computers**
6d. Library/Media Centers - Number of library/media centers with 1 or more computers connected to the internet	190	251	6309	82.10%	**Percent of Instructional Rooms with Internet Computer**
6e. Computer Labs - Number of computer labs with 1 or more computers connected to the internet	190	356			
6f. Total instructional rooms with internet connections (6a + 6b + 6c + 6d + 6e = 6f)	190	5096		5180	**Total Cross-Check Total Instructional Rooms with Internet**
6g. Administrative Rooms/Offices - Number of administrative rooms/offices with internet connections	190	1712			
7. Number of model classrooms:	190	375			
8. Does your school have a school-based facilitator to assist teachers with technology integration?	190	196	250	78.40%	**Percentage of Schools with Facilitator**
9. Does your school have a school-based technical support person for maintenance and/or support of hardware and software?	190	183	250	73.20%	**Percentage of Schools with Maintenance Support**
10. Is your school-based instructional technology facilitator the same person as the school-based technical support person?	190	136	250	54.40%	**Percent of schools with Maintenance & Support same person**
11. Are students in your school enrolled in any distance learning courses delivered electronically?	190	16	250	6.40%	**Percent of Schools using Distance Learning**
Louisiana Virtual School (classes offered via the Internet through the Statewide Distance Learning Network administered by the Louisiana Department of Education)	190	41			
8(g) satellite courses (classes conducted on television and delivered via satellite through the Statewide Distance Learning Network administered by the Louisiana Department of Education)	190	0			
8(g) audio graphic courses (classes conducted using the computer and telephone through the Statewide Distance Learning Network administered by the Louisiana Department of Education)>	190	15			

School/System Survey 2002-03 Summations					
Nonpublics	**Count**	**Answer**			
Interactive Video, compressed or IP-based (classes delivered using "real-time," interactive audio-video approach)	190	6			
Other -	190	90			
12. Are the students in your school enrolled in any of the Secondary Computer Education Courses (as identified in Bulletin 741)?	190	60			
Computer Technology Applications	190	3887			
Computer/Technology Literacy	190	3821			
Computer Science I or II	190	819			
Computer Architecture	190	131			
Computer Systems and Networking I or II	190	263			
Digital Graphics and Animation	190	83			
Desktop Publishing	190	190			
Multimedia Productions	190	191			
Web Mastering	190	178			
Independent Study in Technology Applications	190	34			
13. Students can use technology to support learning in a variety of ways. In the chart below, identify the approximate frequency of a particular use by most of the students in your school. If technology in your school is not used in the manner described, then indicate "Never".					
a. Communicate electronically with experts, peers, and others	48	235			
b. Solve real-world problems	48	235			
c. Productivity Tools (Word processing, spreadsheets, databases)	48	235			
d. Multimedia/Production (multimedia programs, concept mapping software, graphing software, etc.)	48	235			
e. Conduct online research	48	233			
f. To assist in problem-solving, self-directed learning, and extended learning activities.	48	234			
g. Work on online collaborative projects	48	234			
h. Use digital cameras, probes to collect data, scanners, etc. to enhance learning	48	234			
i. Simulations, virtual tours, etc.	48	235			
j. Computer-assisted learning (CCC, Compass, Plato, Skills Tutor, Orchard, LightSpan, etc.)	48	233			
14. How does your school integrate the Louisiana K-12 Educational Technology Standards into the learning experiences of the students and school curricula?					

School/System Survey 2002-03 Summations					
Nonpublics	**Coun t**	**Answer**			
Check all that apply					
15. During the 2002-2003 school year, did ALL students in your school have access to a networked computer and were ALL students in your school regularly given the opportunity to do meaningful work from these networked computers, beyond use for drill and practice?	190	128	250	51.20%	**Percent of Schools Where ALL students had access to Internet Computer**
If no, provide an approximate percentage of your students, who during the 2002-2003 school year, had access to a networked computer for learning and research and who were given the opportunity to do meaningful work from these networked computers:	32	121			
16. What types of strategies does your school implement to build teacher technology competency and to assure that all teachers in your school can achieve the National Educational Technology Standards for Teachers? Check all that apply.					
17. Teachers can utilize technology to support instructional practices and their professional growth and performance in a variety of ways. In the chart below, identify the approximate proportion of your teachers that use technology in the manner that is described.					
a. Teachers use technology to provide technology-rich learning experiences for students (e.g., student online research, student online collaborative projects, students engaged in authentic, technology-based work)	48	236			
b. Teachers use technology to provide students with non-traditional forms of student assessment (e.g., multimedia projects, websites, electronic portfolios)	47	235			
c. Teachers collaborate with other educators online	48	235			
d. Teachers participate in online courses	47	232	250	92.80%	**Percentage of Schools whose Teachers participate in Distance Learning**
e. Teachers maintain electronic professional portfolio	48	234			

School/System Survey 2002-03 Summations					
Nonpublics	**Count**	**Answer**			
f. Teachers use technology to enhance his/her own productivity (e.g., managing grades, communicating with parents)	47	233			
18. Indicate the number of teachers in your school who have successfully completed each of the following statewide technology professional development programs:					
a. FIRSTTech	190	20	10933	0.18%	**Percentage of teachers trained**
b. Louisiana INTECH K-6	190	587	10933	5.37%	**Percentage of teachers trained**
c. Louisiana INTECH 7-12	190	259	10933	2.37%	**Percentage of teachers trained**
d. INTECH 2 Science	190	24	10933	0.22%	**Percentage of teachers trained**
e. INTECH 2 Social Studies	190	25	10933	0.23%	**Percentage of teachers trained**
f. Making Connections	190	44	10933	0.40%	**Percentage of teachers trained**
g. Marco Polo Training	190	157	10933	1.44%	**Percentage of teachers trained**
h. K-12 Online Database Resources Training (WorldBook and/or GALE)	190	389	10933	3.56%	**Percentage of teachers trained**
i. State-sponsored Online Professional Development	190	142	10933	1.30%	**Percentage of teachers trained**
19. Which of the following types of technology training opportunities does your school currently provide? Check all that apply.	11	21		1647	**Number of teachers who completed statewide technology professional development programs.**
20. Which of the following professional development opportunities does your school need? Check all that apply.					
21. Has the principal completed the LEADTech coursework or is the principal currently enrolled in the LEADTech program?	190	76	250	30.40%	**Percent of schools where the principal has completed or is enrolled in the LEADTech program.**
22. Does the principal actively encourage teachers to integrate appropriate technologies to maximize learning and teaching?	47	235			
23. How does the principal routinely and regularly model/promote effective uses of technology in his/her work? Check all that apply.					
24. How does the principal promote and support effective use of technology for teachers and learning. Check all that apply.					
Schools where principals consider technology skills of prospective teachers	190	191	250	76.40%	**Percent of schools where principals consider technology skills of prospective teachers**
25. Identify the ways in which the principal addresses his/her professional growth in the area of technology. Check all that apply.	25	88			

School/System Survey 2002-03 Summations					
Nonpublics	**Count**	**Answer**			
26. Indicate the frequency with which most or all students in your school use technology for learning in each content area specified below:					
a. Reading	47	235			
b. Writing	47	235			
c. Mathematics	46	235			
d. Science	46	233			
e. Social Studies	45	233			
f. Arts	47	234			
g. PE/Health	47	236			
h. Foreign Language	47	236			
27. Indicate the mechanism(s) your school has in place to adopt and promote technology-supported instructional practices school-wide. Count of option 5.	27	126	250	49.60%	**Percent of schools that promote technology-supported instructional practices school-wide.***
28. Rate the extent to which the following conditions exist in your school.					
a. Technology is used to promote inclusion of special needs students into mainstream classes and/or curricula.	46	233			
b. There is guidance from the school to ensure that the use of technology by teachers across grades and content areas is consistent.	47	233			
c. There are policies in place to ensure that all aspects of the student population have access to technology resources to support learning.	47	235			
29. Do the teachers in your school utilize web resources for instructional support and activities?	190	225	250	90.00%	**Percent of schools where teachers utilize web resources for instructional support and activities.**
30. Which of the following devices are <u>routinely used</u> to support classroom instruction?					
31. Does your school provide phones in the classroom?	190	24			
32. Does your school have a website?	190	183	250	73.20%	**Schools with website**
a. Is the school's website linked to the district site?	190	88	250	35.20%	**Schools with website linked to District Site**
33. The number of teachers who have their own regularly updated webpage linked from the school's webpage.	190	968	10933	8.85%	**Percent of Teachers who maintain webpage**
35. The number of teachers in your school who routinely use e-mail for professional endeavors:	190	4389	10933	40.14%	**Percent of Teachers using E-Mail as part of Professional Endeavors**

School/System Survey 2002-03 Summations					
Nonpublics	**Count**	**Answer**			
36. The number of students who use e-mail at school as part of the learning experience	190	13869	137518	10.09%	**Percent of Students using E-Mail as part of Learning Experience**
37. The number of teachers in your school who have internet access at their homes.	190	5896	10933	53.93%	**Percent of Teachers having Internet Access at home**
38. The number of students in your school who have internet access at their homes.	190	75775	137518	55.10%	**Percent of Students having Internet Access at home**
40. Does your school have a stand-alone technology plan?	190	217	250	86.80%	**Percent of Schools having Technology Plan**
a. Is your school plan aligned to the district plan?	190	198			
b. Is your school plan aligned with and incorporated into your school improvement plan and improvement strategies?	190	191			
c. Does your plan address curriculum integration needs and strategies?	190	198	250	79.20%	**Percent of schools with Technology Plans that address curriculum integration needs and strategies.**
d. What was the year of your last revision of your school plan?	190	189	250	75.60%	**Number of schools that revised Technology Plan in 2001 or later**
If no, is there a component of your school improvement plan that can be identified as a plan for instructional technology in your school?	190	58			
41. On the average, what annual dollar amount of your school-based funds* are used to support instructional technology purchases (i.e. what is your average annual expenditure for technology-related purchases)?	48	236			
Select the one level of progress that best describes your school Infrastructure and Technology.	236	4	250	1.60%	**Percent of schools where <u>Infrastructure and Technology Support</u> has reached the Target Tech Level.**
Select the one level of progress that best describes your school. Classroom Integration of Technology and Effective Practice	237	4	250	1.60%	**Percent of schools where <u>Classroom Integration of Technology and Effective Practice</u> has reached the Target Tech Level.**
Select the one level of progress that best describes your school. Communication and Community Outreach	235	5	250	2.00%	**Percent of schools where <u>Communication and Community Outreach</u> has reached the Target Tech Level.**
Select the one level of progress that best describes your school. Student Learning	236	1	250	0.40%	**Percent of schools where <u>Student Learning</u> has reached the Target Tech Level**

School/System Survey 2002-03 Summations					
Nonpublics	**Count**	**Answer**			
Select the one level of progress that best describes your school. Teacher Technology Proficiency and Practice	233	2	250	0.80%	**Percent of schools where <u>Teacher Technology Proficiency and Practice</u> has reached the Target Tech Level.**
Select the one level of progress that best describes your school. Principal Technology Proficiency and Leadership	236	5	250	2.00%	**Percent of schools where <u>Principal Technology Proficiency and Leadership</u> has reached the Target Tech Level.**
Number of Eighth Grade Students:	190	7941			

Data extracted from System Survey					
Does your system have one or more system-level (central office) personnel assigned as technology instructional facilitators to assist/train teachers with technology integration?		5	250	2.00%	**Percent of schools where one or more system-level (central office) personnel assigned as technology instructional facilitators to assist/train teachers with technology integration**
Does your system have one or more system-level (central office) personnel assigned as technical support for maintenance and/or support of hardware and software in schools?		5	250	2.00%	**Percent of schools where one or more system-level (central office) personnel assigned as technical support for maintenance and/or support of hardware and software in schools**

GOAL	EVALUATION	Public Schools 2000	Public Schools 2001	Public Schools 2002	Public Schools 2003	Nonpublic Schools 2000	Nonpublic Schools 2001	Nonpublic Schools 2002	Nonpublic Schools 2003
All educators and learners will have access to technologies that are effective in improving student achievement.	Ratio of students to internet computers in schools	*	*	*	5.3:1	*	*	*	5.6:1
	Ratio of students to high-end multimedia computers	8.2:1	7.4:1	6.0:1	*	8.5:1	7.1:1	6.5:1	*
	Percent of computers with Internet access.	54%	67%	76%	78%	69%	79%	84%	87%
All teachers will have the training and support they need to help all students learn computers and through the information superhighway	Percentage of schools that have an on-site person responsible for providing teachers with support and assistance in integrating technology into the curriculum.								
	• School-based	53.%	60%	58%	58%	81%	91%	81%	78%
	• Not school-based	80%	84%	87%	92%	35%	37%	36%	2%
	Percentage of schools that have a person who helps to maintain and support hardware and software in the school.								
	• School-based	38%	47%	48%	57%	68%	70%	73%	73%
	• Not school-based	86%	91%	94%	83%	55%	62%	58%	2%
All teachers and students will have a modern computer in their classrooms	Percentage of instructional rooms with Internet access	55%	68%	84%	85%	56%	68%	88%	82%
Every classroom will be connected to the information Superhighway	Percentage of schools that have access to the Internet.	94%	94%	94%	98%	97%	96%	95%	91%
	Percentage of computers with Internet access in	49%	61%	76%	43%	60%	72%	84%	41%

GOAL	EVALUATION	Public Schools 2000	Public Schools 2001	Public Schools 2002	Public Schools 2003	Nonpublic Schools 2000	Nonpublic Schools 2001	Nonpublic Schools 2002	Nonpublic Schools 2003
	instructional rooms.								
Effective and engaging software and on-line resources will be an integral part of every school curriculum.	Percentage of schools with students who participate in distance learning	10%	11%	10%	9%	9%	8%	8%	9%
	Percentage of schools with teachers who participate in distance learning.	14%	19%	29%	99%	14%	12%	19%	93%
Every system or independent school will engage in long range planning for technology in the schools.	Percentage of schools that have a technology plan	86%	90%	88%	100%	93%	97%	91%	87%
	Percentage of schools that have reviewed their plans for technology within the last two years	68%[1]	74%[1]	*	14%[1]	83%[1]	81%[1]	*	76%